DOCUMENT RESUME

ED 189 404 CE 025 999

TITLE	Planning for Comprehensive, Sequential Home Economics Curriculum. Phase One. Final Report.
INSTITUTION	Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS AGENCY	Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
PUB DATE	30 Jun 80
CONTRACT	R-33-10-X-0442-363
NOTE	163p.
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; *Curriculum Development; Curriculum Guides; Decision Making; Elementary Secondary Education; *Home Economics; *Home Economics Teachers; Models; Occupational Home Economics; *Program Content; *Statewide Planning; *Surveys
IDENTIFIERS	Illinois

ABSTRACT

This final report contains a fourteen-page narrative and appended materials of phase 1 of an Illinois project to provide up-to-date comprehensive sequential home economics materials for use in grades 6-12. These activities are reported: development of an annotated bibliography of curriculum guides, extensive literature searches related to philosophical issues and futuristic trends and issues in home economics, survey of teachers to determine state-of-the-art of home economics teachers and programs to provide bases for curriculum decisions, review of curriculum models (with subsequent selection of the "Missouri model" for use as a guide), and planning for phases 2 and 3. Appended materials include minutes of project meetings and the state-of-the-art report on vocational home economics in Illinois, which involved a survey of vocational home economics teachers, grades 6-12. This report contains information on development of the instrument, selection of the sample, administration of the instrument, and treatment of the data. These objectives are given: to obtain demographic information about home economics teachers and schools in Illinois and to determine content of home economics programs in the state of Illinois. Eleven tables and the research instruments are provided. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED189404

PLANNING FOR COMPREHENSIVE, SEQUENTIAL HOME ECONOMICS CURRICULUM

PHASE ONE

State Board of Education
Donald Muirhead, Chairman

Illinois Office of Education
Joseph M. Cronin, Superintendent

Department of Adult, Vocational and Technical Education
100 North First Street
Springfield, Illinois 62777
Phone (217) 782-4620

June 30, 1980

CE025999

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Reisinger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The project, entitled "Planning for Comprehensive, Sequential Home Economics Curriculum," funding agreement number R-33-10-X-0442-363, was developed pursuant to a funding agreement with the Illinois Office of Education/Department of Adult, Vocational and Technical Education/Research and Development Section, 100 North First Street, Springfield, Illinois 62777. Opinions expressed in this report do not necessarily reflect nor should they be construed as official policy or opinion of the State Board of Education/Illinois Office of Education or its staff.

FINAL REPORT

Contract Number: R-33-10-X-0442-363

Project Title: Planning for Comprehensive, Sequential Home Economics Curriculum - Phase One

Grantee Organization: Department of Vocational and Technical Education, University of Illinois at Urbana-Champaign, Urbana, Illinois 61801

Time Period Covered: January 1980, through June 30, 1980

PROJECT STAFF

Co-Directors
Charlotte Carr, ISU
Mildred B. Griggs, U of I

Research Assistants
Liz Hannon, ISU
Elaine Harris, ISU
Jeanie Kim, U of I
Mary Ann Dierickx, U of I

Consultants
Ellen Champoux, NIU
Betty Church, Bradley
Dorothy Keenan, SIU
Barbara Owens, EIU
Marion Swisher, WIU
Catherine Carter, State Consultant
Virginia Dorn, State Consultant
Vesta Morgan, State Consultant

ABSTRACT FOR FUNDING AGREEMENT
WITH ADULT, VOCATIONAL AND TECHNICAL EDUCATION

Title: Planning for Comprehensive, Sequential Home Economics Curriculum

Project Co-Directors: Dr. Charlotte Peterson Carr, Coordinator of Education, and Dr. Mildred Barnes Griggs, Associate Professor of Vocational and Technical Education

Institutions: Illinois Sate University, and University of Illinois

Location: Turner Hall, Illinois State University at Normal, Illinois 61761, and 352 Education Building, University of Illinois at Urbana-Champaign, Urbana, Illinois 61801

Objectives of Project:

1. To collect and review data and materials that will provide some bases for decision making.

2. To plan a procedure for making project related decisions and for delegating responsibilities among the participating universities.

3. Prepare and submit to DAVTE a proposal for Phases II, of this project, curriculum development in Vocational Home Economics, and Phase III, the field test and dissemination of the curriculum.

Procedures of Implementation: (Phase One)

1. Involve representatives of interested universities in the conceptualization and implementation of this project.

2. Collect, review and interpret data, literature and other related information by conducting searches, e.g., Eric, East Central Curriculum Management Center, Disseratation Abstracts.

3. Develop, administer and analyze a survey instrument of a randomly, stratified populations of home economics programs in Illinois grades 6 through 12 including Area Vocational Centers.

4. Conduct interviews with selected Illinois home economics teachers and/or administrators.

5. Develop, administer, and analyze a survey instrument for business, industry and service agencies concerning future directions of home economics programs concerning employability.

6. Review and interpret data collected through information searches to develop cognitive foundations for decision making.

7. Hold planning and facilitation meetings with project staff, consultants and ISBE/DAVTE representatives.

8. Prepare a proposal to submit to ISBE/DAVTE for developing, field testing and disseminating comprehensive sequential Vocational Home Economics curriculum materials.

9. Identify and select and Advisory Committee composed of people from business, industry, service agencies and education.

Contribution to Vocational and Technical Education:

The proposed project will result in activities which will provide up-to-date comprehensive sequential home economics materials for use in grades 6 through 12.

Highlights of the Project

Listed below in a brief summary form are some of the major accomplishments and outcomes of the project.

- Representatives of interested universities were involved in the conceptualization and implementation of this project.
- Literature from Eric, Dissertation Abstracts, and East Central Curriculum Management Center was collected, reviewed and summarized.
- Survey instruments sent to home economics programs in Illinois were developed, administered and analyzed.
- An Ad Hoc Advisory Committee from business, industry and education was identified and selected for Phase II.

TABLE OF CONTENTS

Topics	Page
I. Introduction and Overview of the Project	1
Organization of Personnel	1
Staff Meeting Accomplishments	2
Table 1	3
II. Products and Acoomplishments	5
Table 2	6
Annotated Bibliography of Curriculum Guides	7
Literature Searches	8
State-of-the-Arts (Bases for Curriculum Decisions in Home Economics)	8
Review of Curriculum Models	8
Selection of Advisory Committee	9
Possible persons to serve on Ad Hoc Advisory Committee	10
Plans for Phase II and Phase III	13
III. Summary	14
IV. Appendix	15

INTRODUCTION AND OVERVIEW OF THE PROJECT

This is a report of Phase I for the project "Planning for the Development of Comprehensive, Sequential Vocational Home Economics Curriculum", Contract Number R-33-10-X-0442-363. The purpose of this grant was to enable the project staff to collect and review data pertinent to establishing bases for curriculum development. Extensive planning was undertaken to establish the appropriate bases for this project, to organize the project personnel, and to identify a feasible curriculum model. To meet these objectives, various activities were completed and four conference meeting took place.

Organization of Personnel

Successful accomplishment of the projects objectives depend on a coordinated effort of many people, including the codirectors, seven home economics teachers education consultants, Illinois Home Economics consultants, and home economics teachers in the State of Illinois.

The proposal for funding was submitted to:

Research and Development Section
Department of Adult, Vocational and
Technical Education
Illinois Office of Education
100 North First Street
Springfield, IL 62777

The curriculum project personnel organization is:

Project Co-Directors
Research Assistants
ISBE/DAVTE Representatives and University Consultants

The co-directors were responsible for the overall management of the project and worked closely with the state staff consultants. They also coordinated, developed, and analyzed the technical aspects of the project from its inception to completion of Phase I. The consultants representing different institutions and various geographic locations in Illinois, were selected for their content expertise. The involvement of many dedicated persons all of whom are ultimately committed to reaching the objectives of this curriculum project required a carefully planned and executed organization which delineated responsibilities. Table 1 presents the responsibilities of the personnel and served as a guide for everyone involved.

Staff Meeting Accomplishments

Project personnel worked seperately at their respective locations for the majority of Phase I's duration; however, four conference meetings were held to draw personnel together for common goal accomplishments. The first meeting established some ground rules and delineated responsibilities as shown in Table 1. Futuristic trends and national issues were brought to the staff's attention that will have some effect on the final product.

Table 1. Responsibilities for Curriculum Project Personnel

Co-Directors will:	Consultants involved in:	Research Assistants:
1. Assume overall management of the project.	1. Design survey questionnaire.	1. Mail, follow-up, and tabulate survey data.
2. Plan meetings with consultants.	2. Selection and review of of materials.	2. Review materials.
3. Review existing curriculum materials.	3. Selection of an advisory committee.	3. Order and catalog materials.
4. Prepare the final report.	4. Review materials prepared by the Directors.	4. Handle correspondence.
5. Write continuing contract.	5. Provide input for the proposal of Phase II.	5. Provide information to the H. Ec. Teachers in Illinois about the project.
6. Coordinate the work of all the universities.	6. Solicit input from H.E. teachers subject matter specialists, secondary teachers and administrators.	6.

The survey instrument to determine the state-of-the-art was the primary focus of one of the meetings. Prior to this meeting, consultants and co-directors searched for a questionnaire that could be used for this project. A survey instrument titled, "NATIONAL CENSUS PROJECT, CONSUMER AND HOMEMAKING PROGRAMS", developed by the Ad Hoc Home Economics Research Committee AVA-AHEA-HEEA-USEO, was used as a basis for much of the discussion and for the development of the questionnaire.

Through an extensive review of the literature, the project staff compiled lists of concepts/topics related to home economics in addition to those listed in the Census Study instrument. These concept/topics were then grouped into subject areas and condensed to be used on the survey instrument. A detailed report of the results of this is in the "State-of-the-Art" report.

The idea to survey businesses and industries, was decided against after a review of literature revealed some recently completed, extensive studies done in Iowa and Texas. Even though no survey for business and industry was done, representatives from business and industry will provide input through an ad hoc advisory committee for Phase II.

The second meeting was designed to identify information concerning curriculum development activities in Illinois and other states. The staff reviewed what other states were currently doing in regard to curriculum development. Indiana, Iowa, Texas, Missouri, Minnesota, Ohio, Michigan, Oklahoma, and West Virginia are states that were looked at for their accomplishments in home economics curriculum development. Staff members brought ideas, based on their experiences, readings, and on futuristic and social trends in order to make decisions about what the curriculum guide

resulting from this project should contain.

Plans for the activities to take place in Phase II and III were discussed at the third conference/meeting in April. Table 2 shows the long range plans of Phase II and III.

The need for an ad hoc advisory committee representing business, industry, and educators was also discussed. Tenetative roles were identified for the advisory committee. They would be finalized at the next meeting. Possible people to serve on the advisory committees were listed.

The staff also brought many curriculum scope and sequence samples to the third meeting. After reviewing them all, the "Missouri Model" was selected and modified as the one to be used. Features from selected guides were noted as good ideas for this project.

At the final meeting, reports were given on the various activities during Phase I. Also promotional materials concerning this project were planned in detail. Consultants and co-directors worked on scope and sequence for specific, assigned subject areas. Societal trends that need to be reflected in the final product were discussed among the staff. Specific dates for next year's meeting were placed on the calender.

All the minutes of the Home Economics Education Curriculum Planning Committee meetings are included in Appendix A.

PRODUCTS AND ACCOMPLISHMENTS

To meet the objectives of Phase I these activities were undertaken and completed: (1) annotated bibliography of curriculum guides, (2) extensive literature searches, (3) a state-of-the-arts report, (4) review of

Table 2. Long Range Home Economics Curriculum Project Plans

PHASE II 1980-1981		
Fall Semester	Spring Semester	Summer
Identify and finalize Philosophy, Competencies, Scope and Sequence etc., for each of the five content areas. Three two-day working retreats (includes project staff and advisory committee).	Print materials completed in the fall. Plans for basics to be conducted at each university and develop format for teacher made materials. Plan, prepare, disseminate workshop promotional materials. Plan objectives for workshops and format for materials.	Conduct state wide workshops by each university to generate teacher made materials for each content area. Conduct IVHETA worksho! to aquaint members with project.

PHASE III 1981-1982	
Fall Semester	Spring Semester
Edit teacher-made materials and print.	Disseminate final copies. (One possible vehicle can be the IVHETA Section/ regional meeting).

curriculum odels, and (5) planning for Phase II and III. Co-directors, consultants, and research assistants worked both independantly and as a group to accomplish these tasks as stated below.

Annotated Bibliography of Curriculum Guides

Each consultant contacted many sources of curriculum materials. Research assistants sent letters to companies, high schools, higher education institutions and state curriculum centers and requested any materials they produced. All home economics curriculum guides from the East Central Curriculum Center in Springfield and new ones ordered for this project were reviewed and annotated. Four hundred were reviewed and some of them were selected to be included in the annotated bibliography.

Curriculum materials were defined as one or more units of instruction appropriate for home economics education and designed for teacher use in planning instruction. Criteria for including materials in the bibliography, were that the materials must have: objectives, generalizations/content, activities and evaluation suggestions. They must also be available to teachers, deamed as current, and relevent to home economics areas.

These materials will be used in Phase II for developing comprehensive scope and sequence and also for the university workshops to develop teacher-made materials. Upon completion of all three phases, materials obtained through this grant will be given to the East Central Curriculum Center. A continuing search for quality curriculum materials will continue throughout the projects' time frame and those meeting the above criteria will be incorporated.

Literature Searches

Literature searches were made for articles, dissertations and books that related to philosophied issues and futuristic trends and issues in home economics. These articles were read and a written summarization was duplicated for each consultant. These were used by the personnel in discussions for planning the final product. Futuristic articles and articles related to societal trends will also be duplicated for workshops in Phase II to inform teachers of new and changing needs that should be reflected in home economics curriculum.

State-of-the-Arts; Bases for Curriculum Decisions in Home Economics

A group of randomly selected teachers were surveyed to determine information about home economics teachers and programs in Illinois. Findings from this survey will provide bases for making decisions regarding the needs of the students, curricular needs for the programs that are being taught, levels of instruction to be planned, and content to be taught.

Review of Curriculum Models

Curriculum models, scope and sequence, charts, and approaches being utilized in other states were reviewed by the project staff. The project personel selected and modified the "Missouri Model" to use as a guide. The staff selected features from other guides that they felt should be given consideration for this project. The names of the guides and the ideas to be used from them are listed in the April 25th minutes (see Appendix B).

It was decided that the following be included in the produced curriculum guide of this project: (1) a statement of philosophy, (2) lists of content,

concepts, objectives, (3) objectives suitable for program mission, (4) bibliography of resources for program areas, (5) teaching/instructional activities, (6) evaluation procedure, and (7) instructional resources. In Phase II scope and sequence will be developed for five content areas. The guide will be futuristic in outlook and emphasize valuing, management and decision making skills as unifying concepts.

Selection of Advisory Committee

Potential people to serve on an advisory committee from business, industry, and education were identified. Their role will be to provide advice to the Illinois Vocational Home Economics Education Project as to the curriculum needs for the home economics related occupations. Specific functions for business, industry and educators were determined.

Functions fo business and industry are to:

1. Identify skills or tasks needed for employees entry level and beyond.
2. Project future employment opportunities in each home economics related occupation, including non-traditional jobs.
3. Review curriculum strategies, e.g., Coop, in school, etc., presently utilized.
4. Suggest ways to strengthen curriculum for the 1980's.
5. Review identified scope and sequence for new curriculum.

Functions of educators are to:

1. Identify skills or tasks needed for the dual role of homemaker and gainful employment for the present and future, male and female.
2. Suggest ways to strengthen curriculum for the 1980's.
3. Review, identified scope and sequence for new curriculum.
4. Determine format of finished curriculum project.

POSSIBLE PERSONS TO SERVE ON
AD HOC ADVISORY COMMITTEE

* Jean Sachs	Administrator Director of Bureau of Home Economics Chicago Public Schools North LaSalle St. Chicago, IL
Avander McGlory	(Business) Self-employed 17 North State Street Suite 1516 Chicago, IL 60602
Donna Patton	Forcast Magazine Chicago, IL
Edna Schiller	(Supervisor for CHEP--Spanish oriented program) 2804 W. Belmont Ave. Chicago, IL
J. Gorden Gilkery, Jr.	Vice President (Business) Civic Affairs and Personnel Director Carson, 1 South State St. Chicago, IL 60603
Matt Dietsch	(Business) Sabrina's Dress Shope Hardee's Bloomington, IL
Carol Rhea	Assist. Executive Director State Advisory Council for Vocational Education South 2nd St. Springfield.
* Karen Eckhardt	Teacher Eater Junior High School Rantoul, IL
Ruth Kessel	Extension Adviser (Cooperative Extension Service) Mounds, IL

POSSIBLE PERSONS TO SERVE ON
AD HOC ADVISORY COMMITTEE

(continued)

* Terry Tosh	Teacher/Special Needs Bloomington AVE 1202 E. Locust (309-827-6124) 1907 E. Oakland Bloomington, IL 61801
* Ann Kein	Teacher (Community College) 342 W. Franklin (815-492-2928) Lanark, IL 61046
* Dr. Janet Tracey	Administrator Carl Sandburg High School Orland Park, IL
* Jim Golby	Administrator Supt. of Kewanee School Dist. Kewanee, IL
Jim Naylor	Administrator Director of Vocational Education Lockport High School Lockport, IL
Joan Vogel	Business Little Peoples Arts & Talents Ctr. 1000 Durkin Dr. Springfield, IL 62704
Shirley Rauh	Teacher Beck AVC Redbud, IL
Dorothy Holland	Business Kraft Food Chicago, IL
John McGinnis	Business Color Wheel Bloomington, IL

POSSIBLE PERSONS TO SERVE ON

AD HOC ADVISORY COMMITTEE

(continued)

J. W. Hill	Lt. Governor's Committee on Aging 2073 Greenbriar Dr. Springfield, IL
Leroy Jordan	School board member and a parent 2051 Randall Ct. Springfield, IL 62703
Jumer's Nominee	

NOTE: *--Education review panel members

Plans for Phase II and Phase III

Three two-day working retreats will be held in the fall of 1980 to complete the work on the content, and scope and sequence for each subject areas. Futuristic concepts will be stressed.

Plans and promotional materials will be developed for summer workshops to produce teacher-made materials. A format for all teacher-made materials will be discussed, and a screening process determined to select which ideas will be included in the curriculum guides.

This project will be publicized at the IVHETA convention this year and next year. Also sessions will be conducted to disseminate materials and ideas.

During the fall of 1981, staff will edit teacher-made materials for publication. Final copies will be idstributed through approved means.

SUMMARY

The proposal for this grant was to enable the project staff to collect and review data pertinent to establishing bases for needed curriculum development, to hold working meetings with university consultants; to review materials, obtain professional input, and make plans for Phase II and III of the project; and to write the final proposal for the development of comprehensive, sequential Vocational Home Economics curriculum materials. The objectives of Phase I were met. Phase II of this project will use the State-of-the-Arts report and materials reviewed in this phase to determine scope and sequence for content areas. Plans and decisions from Phase I will be the starting point for Phase II. The next phase will begin in August 1980. Information and publicity of this concerted effort will be presented at the IVHETA convention in Arlington Heights in August, 1980.

Appendix A

Minutes of the Project Meetings

Minutes
Home Economics Education Curriculum
Planning Committee

2/1/80

Persons Present: Jeanie Kim, Catherine Carter, Virginia R. Doen, Frank Monef, Dorothy Keenan, Barbara Owens, Mary Ann Dierickx, Charlotte Carr, Elaine Harris, Marian Swisher, Betty J. Church, Peggy Pool, Ellen Champaux.

1. Catherine Carter summarized and informed the committee about national issues that will affect Home Economics Education:

   a) Economic development
   b) Energy
   c) Productivity
   d) Equity
   e) Special populations

2. There was some discussion of how we should proceed. The suggestions were:

   a) that we identify criteria for ordering materials
   b) that a form letter be prepared to request materials
   c) that we prepare a statement of the mission of Home Economics Education in secondary schools. That statement will address issues, trends, and subject matter content

3. Many of the Home Economics curriculum guides from the East Central Curriculum Management Center have been taken to the University of Illinois where brief annotations are being prepared for distribution to project staff.

4. Catherine Carter reported that the H Ec Ed staff feels that the term "life skills" seems to help school administrators understand H. Ec.

5. Peggy Pool distributed copies of "Specifications and Model Format for Curriculum Products in Vocational Illinois." This ISBE/AUTE publication is to be a guide for the curriculum project. She indicated that items 1-4 and some of 6, 7, and 8 on page 8 of this publication will be done in this project.

   Peggy explained that she expected the project staff to prepare a comprehensive resource guide, including objectives, principles, content, learning activities, and aides, which can be used by classroom teachers to prepare daily lesson plans.

6. Ellen Champaux distributed a draft of the instrument that will be used to survey secondary H Ec teachers to determine the State of the Art. She worked from the list of topics that was prepared at the last project staff meeting.

7. Ellen Champaux distributed a copy of the questionnaire prepared by the National Census Project, Consumer and Homemaking Programs, Ad Hoc H. Ed. Research Committee AVA-AHEA-HEEA-USOE.

8. Each item on the survey instrument was reviewed and some were revised - extended discussion was held on items related to the following:

   a) the needs of male students
   b) special needs students
   c) adult education
   d) teachers' perceptions of actual and potential changes they have made in the home economics content that they teach.

9. ISBE/AUTE can provide computer printout with the following data:

   a) names of courses
   b) enrollment
   c) number of handicapped/disadvantaged
   d) funding level

10. Catherine Carter suggested that the Career Guidance Centers will be able to identify businesses and industries that utilize home ec. related skills. Representatives from business and industry will be surveyed to determine:

    a) the H. Ec. related skills utilized
    b) potential persons to serve on the project advisory committee

    ex: Chester Hall, National Restaurant Association, Chicago
    Mary Beth Fooke, Northern Illinois Gas, Aurora
    See list of HEIBs in Ill.

    Nat , Bloomington, Ill
    CC Union Special, Huntley, Ill.
    Needle Trades Magazine

    Tony's Coats
    CC Hugh Muncy, Ill. Retail Merchant's Association, 3500 So. Wabash, Chicago, Il.

    Avadner McGlory, C & M Design Shop, 17 North State Street, Suite 1516
    Chicago, Ill. 60602
    (312) 782-0482

MG:mjm

Minutes
Home Economics Education Curriculum
Planning Committee

3/21/80

Persons Present: Mildred Barnes Griggs, Elaine Harris, Jeannie Kim, Mary Ann Dierickx, Barbara Owens, Vesta Morgan, Peggy Pool, Catherine Carter, Virginia Dorn, Marion Swisher, Ellen Champoux, Charolette Carr.

1. Peggy Pool introduced Dick Cordaire. He talked about Competency Based Instruction Modules. Copies of their first draft attempts at competency based programs were passed out. (Competency-Based Individualized Vocational Education Consortium: A Learning Guide) At the present time there are 6 programs that competency based. They are in the testing stage. The module's foremat and direction were taken from White Bear, Minnesota materials.

2. A discussion on the following items concerned with CBI was held.

   a) Modules not good in all areas
   b) Affective domain objectives not good for modules, but modules good for cognitive and psychomotor objectives.
   c) Modules can be used for individuals and also group work.
   d) Problems with no student interaction.
   e) Management problems and equipment needed.

3. An example of an Indiana Cluster Matrix was shown. It included the Program/Course/Job title/Tasks/Course Core/Program Core/Cluster Core.

   Advanced Competency Based program - Students have certificates that list the skills they have aquired.

4. Peggy Pool suggested we work on Curriculum Development (requirements what to teach) and leave Instructional Development(how to teach) to the classroom teachers.

5. Catherine Carter said the print-out of all H.E. programs in the state should be available by next meeting to find out what is going on in schools through out the state.

6. There was a discussion on the framework of this project. Some materials we should review are:
   a) Curriculums and other printed materials.
   b) Texas Tech. materials, $200, 5-6 areas developed.
   c) West Virginias, ADULT ROLES AND FUNCTIONS.
   d) AHEA, Curr.Dev. in H.E. Related Occup. 1974
   e) Futuristic ideas (The Third Way, by Toffler)
   f) Experiential Taxonomy

7. The Group adjourned for one hour to examine curriculum materials and other printed materials brought to the meeting by the research assistants.

8. A brainstorming session was done on what the final product should include.
   1. Identify content and concepts appropriate for grades 6-12 and adults.
   2. Compile a bibliography of resources, teaching aids and materials.
   3. Develop competency based modules consistant with #1.
   4. Futuristic major concepts and content related to them.
   5. Scope and sequence.
   6. Identify content and then determine where to infuse and incorporate into curriculum.
   7. Focus on day to day plans for teaching.
   8. Evaluation for materials used, e.g. pretest, post test.
   9. Identify prgms. that are possible.(maybe delete and or add)
   10. Philosphy.
   11. Title: Curr. Content Guide of HE in Illinois.
   12. Task oriented/CB materials.
   13. Determine HE prgms to include in curr. (define programs)
   14. Comprehensive.
   15. Define terms used.
   16. Develop materials in areas where resources are scarce or hard to find.

   From this list the following list was decided as the absolute essentials for the final product.

   1. Philosphy
   2. Compare and identify content and concipts, objectives, learning activities for grades 6 - 12, adults and possibly lowere grades.
   3. Futuristic orientation in selection of content.
   4. Objectives suitable to program missions.
   5. Bibliography of resources for prgm areas.
   6. Teaching/Instructional Activities.
   7. Evaluation procedures.
   8. Instructional resources.

   Workshops should be held to distribute the materials.

9. Revisions were made on the survey questionnaires. U of I will get them typed and sent out.

10. Next meeting will be held April 24-25 in Champaign.

MINUTES
HOME ECONOMICS CURRICULUM
STAFF PROJECT MEETING
APRIL 24, 1980

Those present were: Mary Ann Dierecks, Elaine Harris, Marian Swisher, Virginia Dorn, Vesta Morgan, Barbara Owens, Ellen Champoux, Dorothy Keenan, Catherine Carter, Jeanie Kim, Mildred Griggs, Charlotte Carr, Betty Church

I. Long Range Plans

A. A decision was made to develop materials for K-adulthood and that to concentrate on developing content for the 6 content areas identified for consumer and homemaking education in the Education Amendments of 1976. These are:

a. Consumer education
b. Foods and nutrition
c. Family living and parenthood education
e. Child development and guidance
f. Housing and home management
g. Clothing and textiles

Catherine Carter distributed a handout of the O.E. code numbers for Home Economics courses. It was pointed out that this handout shows what is being taught in Home Economics in Illinois today. It will need to be revise it to make it futuristic. It was decided that the titles used need to be consistent with those used in the State Office.

Concern was expressed that Junior High/Middle school curriculums have been neglected. The following concepts would be intergraded and infused throughout the curriculum: career education, energy, FHA/HERO, management, values, decision making, coping skills.

B. Three 2-day working retreats were planned for the fall. At the those meetings, the committee will decide upon the content, scope and sequence for each area of Home Economics. Futuristic concepts will be stressed. Plans will be developed for the summer workshops and promotional material will be developed. A format for all teacher-made materials will be discussed, and a screening process determined to select which ideas will be included in the curriculum guides. The retreats will be September 11, 12, October 16, 17, and November 13, 14, 1980.

C. The curriculum project will be called Illinois Home Economics Curriculum Development Project. A stamp will be made with this inscription and all materials ordered will be so labeled. Promotional material and material developed in the project will be printed in red and white covered binders.

D. Each workshop will focus on curriculum development in all 6 areas. There may be duplication, but it will be helpful to the teachers participating in the summer workshops to work in all areas. Each university may give this course its own title, but advertising, will use the title ILLINOIS HOME ECONOMICS CURRICULUM DEVELOPMENT WORKSHOP. These summer workshops will be a part of each universities' regular summer offering. Springfield will only help advertise and pay for printing. We need to begin talking these workshops up to cooperating teachers and others to insure good enrollment. It was decided that each university would offer 3-4 hours of credit for this course. The workshop will be open to undergraduate and graduate students. At the end of the workshop, all teacher-made materials will be dittoed and distributed to the participants. These handouts can be a selling point as we advertise the workshops. They will also enable every idea (whether it's included in the curriculum guides or not) to get some publicity.

E. In the summer of 1981, there will also be a chance to publicize and share curriculum materials at the IVHETA meeting. Handouts should be ready. We will also give a project report. Someone from each workshop may demonstrate different teaching ideas (which were generated at the summer workshops) at different tables around the room. This would give participants the chance to walk through and see mini demonstrations, and it would give credit to people who had developed teacher-materials. Banners, buttons, brochures, etc., will be available at the project booth at IVHETA in 1980 and in 1981. The colors and logo will identify the project and all of the materials generated from it. Project staff will work in the booth.

F. During the Fall semester, 1981, staff will edit teacher-made materials and set them ready to print. We will have come up with criteria for screening. Our goal is to have the materials published by January 1982.

G. In spring 1982, we will disseminate final copies through IVHETA type section/regional structure.

II. There was Discussion of the Contract for Phase II (July 1, 1980-June 30, 1981).

A. Suggested objectives were:

a. Promotion of workshops, project and products.
b. Rationale for the development of curriculum materials.
c. Identify scope, sequence and competencies for 6 areas of Home Economics subject matter.
d. Plan for teacher workshop.
e. Develop format for final publication.
f. Identify, contact, and organize advisory council. Develop a plan to work with them.
g. Reproduce summer workshop materials.
h. Use results from survey and advisory council to draft products.
i. Plan sharing of project with IVHETA.

B. Anticipated Expenses are:

a. Salaries: project directors, typist, graduate assistant.
b. Contractual: advisory committee, consultants (paid at prevaling state rate), printing, communication/postage, telephone, retreat.
c. Materials, supplies: office supplies, promotional supplies, postage, printing of workshop materials, purchase of curriculum materials.

III. Advisory Committee

The general concensus was that the need for establishing an advisory committee was discussed. The ad hoc advisory council should contain representatives from: middle/Jr. high school teachers, post secondary teachers, adult education teacher, Home Economics related business and industry personnel, (i.e., foods, clothing, and child care), administrators, counselors, co-op supervisors.

The role of the ad hoc advisory committee could be broken down as follows:

a. Educators: Review and react regarding content, practicality and format of guide.

b. Business: Relationship between curriculum and employees needs. Futuristic trends in business and industry. Help plan and recruit for workshops.

Names of people who are possibilities for the advisory committee were listed.

IV. Next Meeting

A. The next meeting will be June 2nd and 3rd, in Champaign in Room 261 of the Illini Union. The meeting will start at 9:30 a.m., on June 2nd and end at 3:00 p.m. on June 3rd.

B. Agenda: Research survey analysis, brochure to react to (Drs. Carr and Griggs will work up a brochure), advisory committee, finalize both plans for IVHETA, rough drafts (scope, sequence, philosophy), finish this years report.

V. Meeting Adjourned

MINUTES, APRIL 25, 1980
8:30 A.M., ILLINI UNION

1. After review sample curriculum scope and sequence, the project staff selected and modified the "Missouri Model" to use as a guide.

2. Working plan sheets based on the model will be available at the next meeting.

3. Some features from selected guides were mentioned as good ideas for this project. They were:

   a. Statement of rationale (Texas Tech)
   b. Glossaries (Texas Tech)
   c. Emphasis on levels rather than grades (Ohio)
   d. Use of flow charts to further illustrate scope and sequence (Missouri).
   e. Statements of "Core Tasks" that are integrated into curriculum (Michigan).
   f. Three column format (AR&F, W. VA).
   g. Specificity of statements (Delta Pi Epsilor)

4. The meeting adjourned.

MINUTES

Home Economics Curriculum
Staff Project Meeting

June 2, 1980

Those present were:

Mildred Griggs, Dorothy Keenan, Catherine A. Carter, Betty J. Church Jeanie Kim, Marian Swisher, Virginia R. Dorn, Peggy Pool, Vesta Morgan, Liz Hannon, Charlotte Carr, Ellen Champoux

I. State-of-the Arts Report

1. Survey

a. There were 468 High school questionnaires sent out, and 253 have been returned giving us a return rate of 54 percent.

b. There were 245 Junior High/Middle school questionnaires sent out, and 125 have been returned, giving us a return rate of 51 percent. The committee looked at the comments included on the "other" section for each question.

c. The computer data for both the Junior High/Middle school and the High school questionnaire will be available at a later date.

2. A Published List

A list published by the Illinois Certification Office has been analyzed for types of certification, number of years of teaching experience in Illinois, etc. A list of counties, teachers names, and school addresses, plus the analysis of this data will be included in the state-of-the arts report.

3. Annotated Bibliography

The annotated bibliography format was examined and approved. The format includes an introductory letter to educators, a list of all project consultants, and explaination of the code numbers used in the annotation, a table of content and the annotations themselves grouped according to subject matter. Copies will be distributed by the end of July to project consultants, State Staff (3) and State library (3). In addition the bibliography will be displayed at our booth at IVHETA.

II. Project Promotion

1. Newsletter

a. Already sent to IVHETA

b. Will be sent to IHEA

2. Brochure

The brochure will be printed on red medium weight paper with black letters. There will be 2,000 copies (brochure) printed. This brochure will be advertising the Illinois Vocational Home Economics Curriculum Development Project and will be given away at our booth at IVHETA this summer. The brochure will be distributed in Springfield and universities.

3. Flyer Advertising the IVHETA

Inservice workshop for August 11th through 13th, 1980 was also submitted to the committee for approval.

MINUTES

Home Economic Education Curriculum
Planning Committee

June 3, 1980

Persons Present:

Mildred Griggs, Liz Hannon, Dorothy Keenan, Betty J. Church, Ellen Champoux, Marion Swisher, Charlotte Carr, and Jeanie Kim.

I. Roles And Functions Of The Ad Hoc Advisory Committee was discussed.

1. Role

Advise the Illinois Vocational Home Economics Curriculum Project as to curriculum Needs for the home economics related occupations and the occupation of the homemaker.

2. Functions of Business and Industry

a. Identify skills or tasks needed for employees-entry level and beyond.

b. Project future employment opportunities in each home economics related occupation including non-traditional jobs.

c. Review curriculum strategies, e.g., Coop., in school, etc., presently utilized.

d. Suggest ways to strengthen curriculum for the 1980's.

e. Review identified scope and sequence for new curriculum.

3. Educators:

a. Identify skills or tasks needed for the dual role of homemaker and gainful employment for the present and future, male and female.

b. Suggest ways to strengthen curriculum for the 1980's.

c. Review, identified scope and sequence for new curriculum.

d. Determine format of the finished curriculum project.

4. Meeting

   a. There will be a meeting September 11th and 12th, 1980.

   b. September 11th--9:00 A.M., Staff meets to organize and prepare for afternoon meeting.
   1:00 P.M., Advisory Council will meet with the staff. The evening sessions: Receiving and incorporating Adv. Coun's ideas.

   c. September 12th--9:00 A.M., Finish the preceding nights' work and plan for next work to be done.

   d. A letter will be sent to each staff member with details for each of the fall meetings.

5. Booth at IVHETA

   a. Poster Board- cut into 2 pyramid shapes. Have written on one piece "Illinois Vocational Home Economics Curriculum Development Project" and on the other, Attend a Summer Workshop 1981- with names of participating university.

   b. Table with red skirt.

   c. Tray with Buttons.

   d. Brochure to set on Table

   e. Tweleve (12) silk flowers, with buttons for center, for entire project.

   f. Form to be completed and placed in box saying "Yes, I want to be involved". Please send information Circle which times you would like to attend workshop.

   g. Have mailing labels for each person to fill out for easier mailing of information.

6. Scope and Sequence for:

   a. Nutrition and food. Jeanie Kim, and Mildred Griggs

   b. Consumer education and resource management. Charlotte Carr, Marian Swisher

   c. Clothing/apparel and textiles. Ellen Champoux, J. Church

   d. Housing and living environments.

   e. Human development and the family. Dorothy Keenan

7. Trends

The trends that need to be reflected in our final product:

a. Eating out.

b. Health and nutrition.

c. Gourmet, vegetarian, ethenic foods.

d. Time spent on food preparation in the home is shrinking (limited food preparation time) e.g., convenience foods, microwaves, connection oven's, frozen, prepared products and food processors.

e. Home computers - technological innovations.

f. New home equipment.

g. Dependence on imports/exports.

h. Longer life span

i. Fewer or no children--born later.

j. Prolonged adolescence.

k. Coping skills to handle new trends in 1980's.

l. Mobility.

m. Changing life styles.

n. Changing work ethic.

o. "Me" generation.

p. Home makers role (standard of living) has changed - New-set of values for home care, etc.

q. Security - increasing need for

r. Child care shared by more people (day care, school, grandparents).

s. Use of leisure for creative expression.

8. Work Sheets

Work with work sheet for scope and sequence. The staff broke into groups to get a feel of working up scope and sequence within subject areas.

9. Spring Meeting Dates

a. February 5th and 6th, 1981 at Springfield.

b. March 30th and 31st at Champaign-Urbana(University of Illinois).

c. May 21st and 22nd at W.I.U.

STATE OF THE ARTS--BASES FOR CURRICULUM DECISIONS IN HOME ECONOMICS

Completed under the Contract Number R-33-10-X-0442-363
"Planning for Comprehensive, Sequential Home Economics Curriculum - Phase One"

January 1980 - June 1980

Co-Directors

Charlotte Peterson Carr, ISU
Mildred Barnes Griggs, UofI

Consultants

Ellen Champoux, NIU
Betty Church, Bradley
Barbara Owens, EIU
Dorothy Keenan, SIU
Marion Swisher, WIU
Catherine Carter, State Consultant
Vesta Morgan, State Consultant
Virginia Dorn, State Consultant

Research Assistants

Liz Hannon, ISU
Elaine Harris, ISU
Jeanie Kim, UofI
Mary Ann Dierickx, UofI

TABLE OF CONTENTS

TOPIC		PAGE
I.	Introduction	1
II.	Methodology	1
	Development of the Instrument	2
	Revisions were Made based on their Input	3
	Selection of the Population	3
	Data Collection	4
	Treatment of the Data	5
III.	Survey Results	5
	Figure 1	6
	Educational Level of Illinois Home Economics Teachers	7
	Certification of Illinois Home Economics Teachers	7
	Table 1	8
	Employment of Home Economics Teachers	9
	Illinois Cooperative Supervisory Certification	10
IV.	Content of Home Economics	10
	Table 2	11
	Table 3	12
	Table 4	13
	Table 5	18
	Table 6	24
	Home Economics Related Occupations Programs (HERO)	33
	Table 7	34
	Concepts/Topics Taught	35
	Table 8	36
	Table 9	37
	Reasons Why Concept/topics not Taught	39
	Table 10	40
	Table 11	45
V.	Summary of Data	49
VI.	Conclusions	50
VII.	Bibliography	51
VIII.	Appendices	52
	National Census Project, Consumer and Homemaking Programs, Ad Hoc Home Economics Research Committee, AVA-AHEA-HEEA-USOE	

TOPIC PAGE

VIII. Appendices (continued)

High School and Junior High/Middle School Survey questionnaires

Cover letter and follow-up letter for survey questionnaires

STATE OF THE ART VOCATIONAL HOME ECONOMICS IN ILLINOIS

INTRODUCTION

This is a report of Phase I for the project "Planning for the Development of Comprehensive, Sequential Vocational Home Economics Curriculum", Contract Number R-33-10-X-0442-363. The purpose of this grant was to enable the project staff to collect and review data pertinent to establishing bases for needed curriculum development. Extensive planning was undertaken to establish the appropriate bases for this project, to organize the Illinois Vocational Home Economics Curriculum Project staff and consultants, and to identify a feasible curriculum model. Phase I was then completed and plans for Phase II curriculum development in Vocational Home Economics and Phase III, the field test and dissemination of the curriculum were started.

One activity in Phase I was the development and administration of a survey instrument. The survey was administered to randomly, stratified populations of vocational home economics teachers in Illinois, grade 6 through 12, including area vocational centers. The data were then compiled for analysis. The results of the survey are to be used to help determine the State-of-the-Art of vocational home economics in Illinois.

METHODOLOGY

The purpose of this study was to determine information about content of home economics programs in the State of Illinois. In addition, background information was solicited from each responding teacher. To meet the objective, the following procedure was used to conduct the study: (1) development of the instrument, (2) selection of the sample, (3) administration of the instrument,

and (4) treatment of the data.

Development of the Instrument

A review of literature failed to reveal a survey instrument that would give complete information on teachers and content being taught in Illinois schools. The National Census Project, Consumer and Homemaking Programs, Ad Hoc Home Economics Research Committee, AVA-AHEA-HEEA-USOE survey instrument was used in the preliminary stage for ideas about concepts to be included in the instrument. This survey instrument consisted of concepts/topics which are commonly included in child development/parenting, clothing and textiles, consumer education and management, family relationships, food and nutrition, and housing/home furnishings/equipment course. The respondents to the Census Study survey were to indicate whether the concept/topics were included in listed subject matter area (s) and/or in the FHA chapter in the consumer and homemaking programs. A copy of the Census Study survey is included in Appendix A.

Research literature, reference books, textbooks and curriculum guides were also used to gain knowledge of additional concepts/topics taught in home economics. Resource materials were obtained from the East Central Curriculum Management Center in Springfield, Illinois. Lists of concepts were then compiled for each area of home economics and its related occupations. Project consultants who are home economics teacher educator programs in the State of Illinois made deletions, additions, and corrections to the list. The initial list was so comprehensive and lengthy that it needed to be condensened for practical purposes. About 20 concepts/topics for each area were

chosen. A blank for other concepts/topics was placed at the end of each subject area for the respondent to add other concepts/topics which they taught that were not previously listed, One hundred-seventy-five concepts were placed on the survey questionnaire sent to high school and area vocational center home economics teachers and one hundred-seven concepts/topics were placed on the survey questionnaire sent to junior high and middle school home economics teachers. A draft of the survey questionnaire was put together by the co-directors and technical assistants and submitted to the consultants for revisions.

Revisions were made based on their input

The instrument was then administered to several secondary home economics teachers and graduate students to detect possible problems with the instrument. Minor revisions were then made as indicated by the pilot test recommendations, including rewording and reorganization of some concepts/topics and elaboration of the personal data sheet.

The final form of the instrument consisted of the personal data questionnaire, instructions, concepts/topics, and a chart to be completed to indicate the home economics courses taught in the school. Both questionnaires are included in Appendix B.

Selection of the Population

The subjects for this study were area vocational center, high school, junior high, and middle school home economics teachers in the State of Illinois. The University of Illinois Survey Research laboratory recommended surveying about fifty percent of the total population of each group in order

to get an adequate return for representative analysis. A return of thirty percent or more would be considered adequate to give an accurate representation of current practices in the state.

Questionnaires were sent to home economics teachers in 433 high school, 241 junior high and middle schools and 34 Area Vocational Centers (AVC) that had Home Economics Related Occupations programs. However, mailings sent to 9 teachers were returned by the United States Postal Service due to insufficient or inaccurate address information, which left a sample of 430 high school teachers, 235 junior and middle school teachers, and 34 Area Vocational Instructors. Responses were obtained from 272 high school and AVC teachers, 141 junior high/middle school teachers, representing a 59 and 50 percent response. Of the 269 high school and AVC questionnaires returned, 267 were useable and retained for analysis. Of the 139 junior high/middle school questionnaires returned, 138 were useable and retained for analysis.

Data from 6 teachers were omitted because they were received after the data had been submitted for computer analysis.

Data collection

Data were collected between April 16, 1980 and June 4, 1980. Questionnaires were mailed with cover letters to the potential respondents. The letter explained the purpose of the study and asked the respondents to complete and return the questionnaire by May 2, 1980. A stamped and self-addressed enveloped was enclosed for returning the instrument to the investigators.

Two and a half weeks after the questionnaire was mailed, a follow-up

letter was mailed to each non-respondent. Copies of the cover letter and follow-up appear in Appendix C.

Treatment of the data

A method of coding the data was devised, and coding instructions were developed. The instruments were coded and checked for accuracy by two different people.

Data collected with the research instrument were transferred to a CDC Ciber 175 diskette for analysis at the University of Illinois Survey Research Laboratory. Descriptive statistics, including frequency, distributions, percentages and arithmetic means were computed to describe quantitative information in a consise, easily interpreted form.

SURVEY RESULTS

This study was conducted to collect data pertaining to the state of home economics programs in Illinois. The three basic objectives of this study were: (1) To obtain demographic information about home economics teachers and schools in Illinois, (2) To determine content of home economics programs in the State of Illinois.

The sample consisted of 267 high school and Area Vocation Center home economics programs, and 136 junior high/middle school programs in Illinois. The geographic representation of AVC respondents is shown in Figure 1. Data are shown in Table 4. The data collected included highest degree earned, hours beyond highest degree, year of degree earned, employment status, professional involvement, school enrollment, number of home economics teachers in the school, student organizations within home economics programs, and

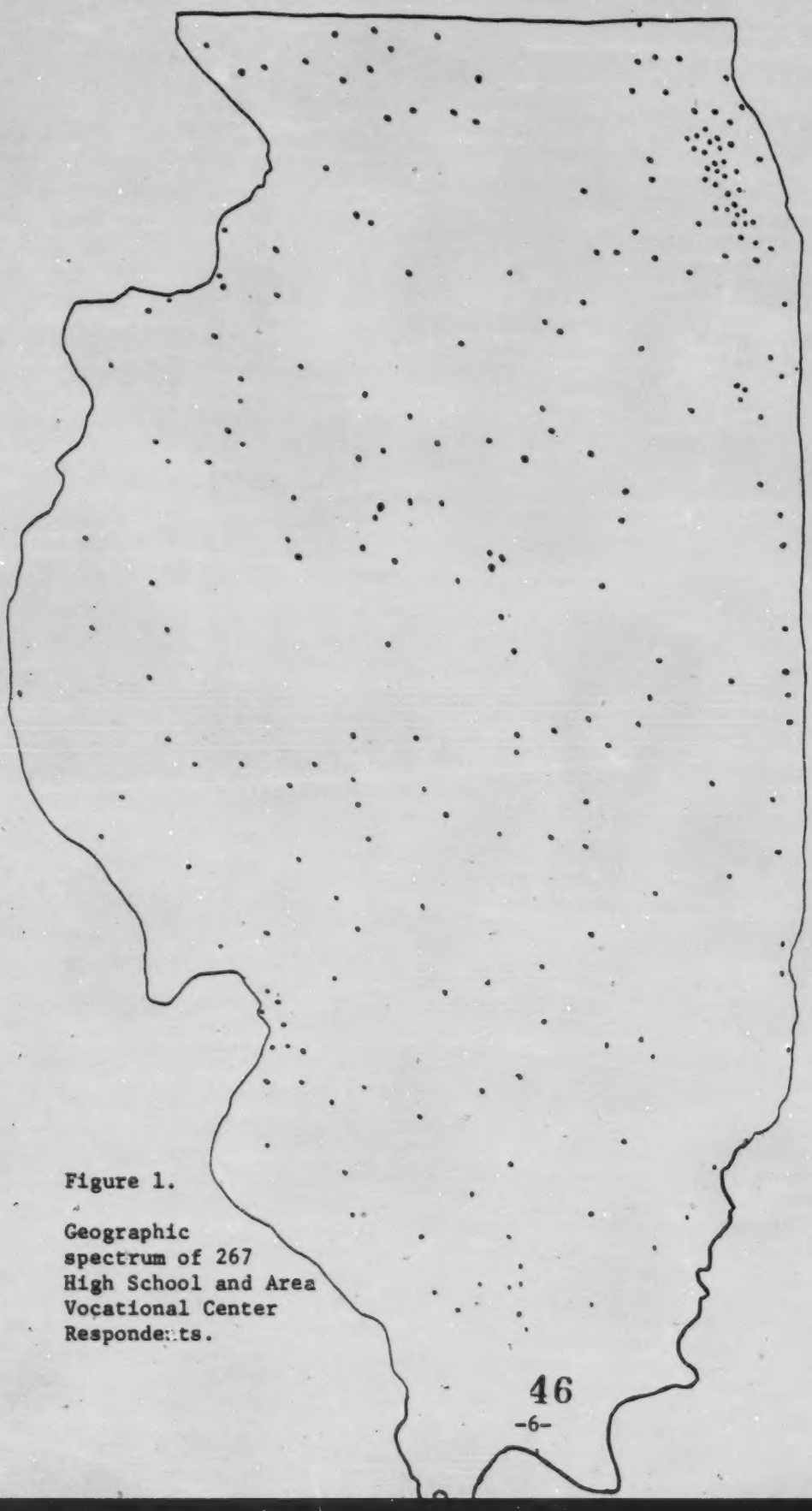


Figure 1.

Geographic spectrum of 267 High School and Area Vocational Center Respondents.

advisory committees for vocational programs.

Additional data on teacher certification were obtained from the Illinois State Board of Education, Illinois Certification Print-out, 1970-1980. These data were concerned with the education of Illinois Home Economics teachers, certification of Illinois home economics teachers, months of employment per year, and total number of years teaching in the present district. These data are reported in Tables 1 and 3.

Educational level of Illinois home economics teachers

The Illinois Certification Print-out, 1970-1980 shows that there are 1,842 junior and senior high home economics teachers. Three-hundred-sixty-eight (74 percent) junior high teachers have a bachelor's degree, 127 (26 percent have a master's degree, and one teacher has a specialists' degree. For senior highs, 910 (67 percent) teacher have a bachelor's degree and 431 (34 percent) hold a master's degree. Two senior high teachers have a doctorate and 3 teachers hold a specialist's degree. This results in a total of 1,278 (69.4 percent) teachers with a bachelor's degree, 558 (30.3 percent) with a master's degree, 2 (0.2 percent) with a doctorate, and 4 (0.2 percent) have a specialists degree.

Certification of Illinois home economics teachers.

Many different types of certificates are earned by home economics teachers. The majority of teachers have a 09 (Ltd.) High School, 6 through 12 certificate. A complete breakdown of certificates held by home economics teachers is shown in Table 1.

Table 1. Certificates held by Illinois Home Economics Teachers

Type of Certificate	Junior High Teachers N	Junior High Teachers %	Senior High Teachers N	Senior High Teachers %
09 (Ltd.) High School 6-12	388	87.4	1,050	72.4
10 (Ltd.) Special K-14	0	0.0	300	21.0
03 (Ltd.) Elementary K-9	40	9.0	45	3.0
75 Administration K-14	6	1.0	19	1.2
73 School Service Personnel	6	1.0	10	0.7
63 (Ltd.) High School Supervisory 6-12	5	1.0	7	0.5
47 Life High School	2	0.4	9	0.6
39 Substitute Certificate K-14	1	0.2	5	0.3
30 Provisional Elementary K-9	0	0.0	5	0.3

In addition to the certificates listed in Table 1, home economics teachers may have one of the following types:

1. General
2. Provisional High School--6 through 12
3. Provisional Special
4. (Ltd.) Supervisor K-14
5. All grade Supervisory K-14
6. Junior College 9-14
7. Early Childhood
8. Provisional Elementary K-9
9. Provisional Vocational K-14
10. Life General Supervisory K-14
11. Life Supervisory K-14
12. Junior College 13-14
13. Special 11-12
14. Vocational

Four teachers or less have the certificates listed in this paragraph. Fifty-seven of the junior high teachers hold two certificates and five were listed as not having a certificate. One hundred-forty-five high school teachers hold two certificates and twelve did not have any of the certificates identified.

Employment of home economics teachers

The Illinois Board of Education certification Print-out showed the majority of teachers are employed for 9 to 10 months.

Four hundred-sixty-three (94 percent) of the junior high teachers were employed full time. Sixteen (3 percent) of the junior high teachers were employed half time. There were 1,242 (93 percent) high school teachers working full time and 24 (2 percent) were employed half time. Teachers tend to remain in the same district for a number of years. Table 3 shows the number of years of teaching experience in the same district.

Illinois cooperative supervisory certification

An analysis of the data collected in the present survey, shows that 128 (50.8 percent) teachers reported they have met the requirements for the Illinois Cooperative Supervisory Certificate, 17 (6.7 percent) have not, but are working on the requirements, 34 (13.5 percent) said no, but are thinking about it, and 73 (29 percent) teachers said no, and plan not to work on the requirements. Table 2, shows the number of persons who have obtained 2,000 or more hours of HERO work experience in the specific areas.

CONTENT OF HOME ECONOMICS

To find out what is being taught in home economics, teachers were asked to indicate which concept/topics listed in the survey, are taught in their school curriculum. Concept/topics were divided into six areas in the Junior High/Middle School Survey. The six areas were: (1) Child Development and Career Guidance, (2) Clothing and Textiles, (3) Consumer Education, (4) Food and Nutrition, (5) Housing and Home Management, and (6) Personal Development and Family Relations. In the High School Survey the concept/topics were divided into these eight areas: (1) Orientation to Home

Table 2. Number of teachers with 2,000 or more hours of HERO work experience.

Service	N	%
Child Care Services	24	19.0
Clothing Management, Production & Services	19	14.4
Food Management, Production & Services	51	38.6
Home Furnishings, Equipment & Services	7	5.0
Homemaking	20	15.0
Hospitality	2	1.5
Institutional & Home Management Supporting	2	1.5
Other	7	5.0

Table 3. Number of Years Teaching in Present District

No. of Years	Junior High Teachers N	%	Senior High Teachers N	%
1-5 years	208	42.0	488	37.0
6-10 years	115	23.0	426	32.0
11-15 years	101	21.0	239	18.0
16-20 years	41	8.0	98	7.0
21-35 years	29	6.0	73	6.0
TOTAL	494	100.0	1,324	100.0

Table 4. Demographic Data of 404 Illinois Home Economics Teachers

Data	Responses: Jr. High/Middle School Teachers N	%	Sr. High Teachers N	%	Total Sample of Teachers N	%
Highest Degree Earned						
Bachelor's	90	65.2	134	50.4	224	55.0
Master's	48	34.8	124	46.6	172	43.0
Doctorate	0	0.0	5	1.9	5	1.3
Other	0	0.0	3	1.1	3	0.7
Hours beyond Highest Degree						
0	35	25.5	72	27.0	107	26.8
1 -10	40	29.2	57	22.0	97	24.3
11-20	29	21.2	72	27.0	101	25.2
21-30	17	12.4	34	13.0	51	12.7
31-40	13	9.5	12	5.0	25	6.2
41-75	3	2.2	16	6.0	19	4.8
Year of Highest Degree Earned						
1939 - 1950	16	11.8	11	4.0	27	6.7
1951 - 1960	21	15.4	47	18.0	68	17.0
1961 - 1970	25	18.4	86	33.0	111	27.8
1971 - 1980	74	54.4	120	45.0	194	48.5
Year most Recent Course was Taken						
1948 - 1960	2	1.0	6	2.0	8	2.0
1961 - 1970	5	4.0	17	7.0	22	6.0
1971 - 1975	23	18.0	51	20.0	74	19.0
1976 - 1980	100	77.0	184	71.0	284	73.0
Employment						
Full Time	132	96.4	255	96.6	387	97.0
Part Time	5	3.6	9	3.4	14	3.0

Table 4. (Continued)

Data	Responses: Jr. High/Middle School Teachers N	%	Sr. High Teachers N	%	Total Sample of Teachers N	%
Member of Organization						
IVA	N/A		139	52.1	N/A	
IHEA	N/A		129	47.9	N/A	
IVHETA	N/A		165	61.8	N/A	
IL Consumer Ed. Assoc.	N/A		35	13.1	N/A	
Those attending an annual meeting	N/A		117	43.8	N/A	
Attended Organization Meeting Last Year						
IVA	5	3.6	N/A		N/A	
IHEA	17	12.3	N/A		N/A	
Number of Home Economics Teachers in School						
1	74	53.6	87	33.0	161	39.8
2	51	37.0	49	19.0	100	24.7
3	12	8.7	45	17.0	57	14.1
4	1	0.7	32	12.0	33	8.0
5-7	0	0.0	40	15.0	40	10.2
8-10	0	0.0	11	4.0	11	3.2
School Organizations						
FHA/HERO	4	2.9	170	64.0	174	43.0
Other	14	10.1	25	10.0	39	11.0
No clubs	117	86.0	68	26.0	185	46.0
Organization part of Class time						
Yes	6	4.3	97	49.8	103	48.4
No	16	11.6	98	50.3	110	51.6

Table 4. (Continued)

Data	Responses: Jr. High/Middle School Teachers N	%	Sr. High Teachers N	%	Total Sample of Teachers N	%
Number of Schools Representing High Level Offices in last Five Years						
Sectional/Regional	N/A		105	40.0	N/A	
State	N/A		32	12.0	N/A	
National	N/A		6	2.0	N/A	
Type of School Teachers Teach in						
Middle School	29	21.2	N/A		29	7.2
Jr. High School	108	78.8	N/A		108	26.8
Sr. High School	N/A		248	92.0	247	62.0
Area Voc. Center	N/A		19	8.0	19	4.0
Levels School includes						
Sixth	56	40.6	N/A		N/A	
Seventh	133	96.4	N/A		N/A	
Eighth	136	98.6	N/A		N/A	
Nineth	20	14.5	N/A		N/A	
School Enrollment						
0 - 250	11	8.0	48	19.0	59	15.0
251 - 500	57	41.6	43	17.0	100	25.0
501 - 1000	62	45.3	55	22.0	117	30.0
1001 - 1500	7	5.1	32	13.0	39	10.0
1501 - 2000	0	0.0	34	13.0	34	9.0
Over - 2000	0	0.0	44	17.0	44	11.0
Population Enrollment						
Mostly rural	13	9.8	N/A		N/A	
Mostly Urban	36	27.1	N/A		N/A	
Mostly Suburban	84	63.2	N/A		N/A	

Table 4. (Concluded)

Data	Responses: Jr. High/Middle School Teachers N	Jr. High/Middle School Teachers %	Sr. High Teachers N	Sr. High Teachers %	Total Sample of Teachers N	Total Sample of Teachers %
Schools with Advisory Committee						
Vocational Adv. Comm.		N/A	192	73.0		N/A
Home Ec. Adv. Comm.		N/A	72	27.0		N/A
Number of Home Economics Persons on the Advisory Committee						
0		N/A	74	33.0		N/A
1 - 4		N/A	106	47.0		N/A
5 - 9		N/A	29	14.0		N/A
10 - 14		N/A	2	1.0		N/A
15 - 19		N/A	1	1.0		N/A
20 +		N/A	7	4.0		N/A

* N/A not applicable
N no information was obtained for this topic

Economics, (2) Child Development and Child Care, (3) Parenting, (4) Family Relations, (5) Clothing and Textiles, (6) Food and Nutrition, (7) Housing/ Home Furnishings/Equipment, and (8) Consumer Education and Home Management. The percentages of teachers teaching each concept are in Tables 5 and 6.

Table 5. Home Economics Survey--Percent (%) of Teachers Reporting that They Teach Concept/Topics.

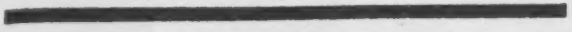
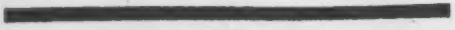
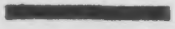
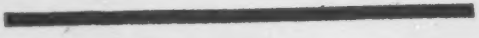
CHILD DEVELOPMENT AND CAREER GUIDANCE	JUNIOR HIGH/MIDDLE SCHOOL
	0% 10% 20% 30% 40% 50% 60% 70% 80% 90%
Physical growth & development	
Emotional Growth & development	
Intellectual growth & development	
Social growth & development	
Caring for babies & children	
Babysitting	
Importance of child study for a deeper understanding of one's own self-concept	
Influence of adolescents as models or examples to young children	
Influence of T.V. on children	
Selection of activities & toys for children	
Relationship of environment & heredity to developmental process	
Birth of a baby	
Child abuse	
Health & nutrition of children	
Safety & first aid	
Children with special needs	
Communicating with children	
Observation & interpretation in the preschool setting	
Child care career opportunities	

Table 5. (Continued)

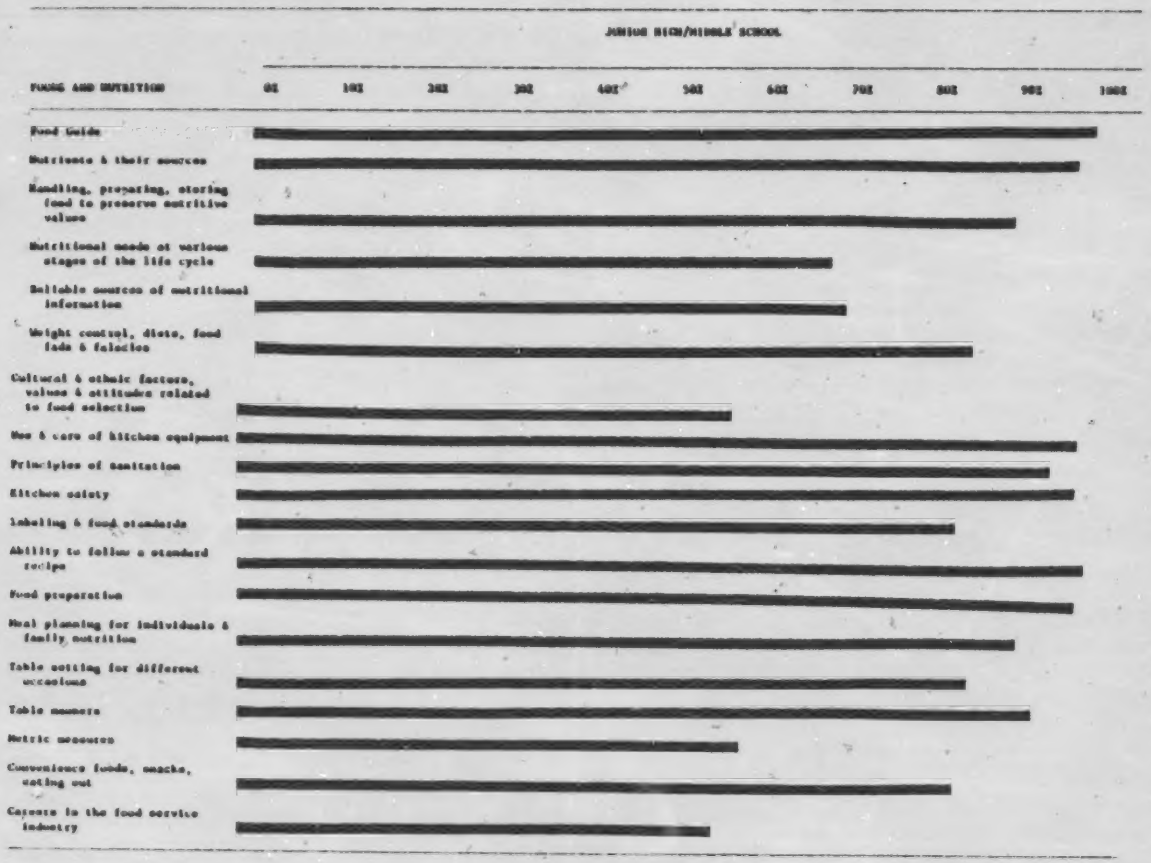


Table 5. (Continued)

HOUSING AND HOME MANAGEMENT	JUNIOR HIGH/MIDDLE SCHOOL
	0% 10% 20% 30% 40% 50% 60% 70% 80% 90%
Colors & color schemes	
Room decoration	
Furniture styles & designs	
Effect of housing on life style	
Room & furniture arrangements	
Types of housing	
Energy conservation in the home	
Alternative energy resources for the home	
Housing & family relationships	
Creating home decorations & accessories	
Safety in the home	
Cost of housing	
Selection, use, and care of furniture	
Selection, use, & care of appliances	
Home cleaning supplies, equipment	
Household textiles	
Simple household repairs	
Housing in the future	
Careers in housing related occupations	

Table 5. (Continued)

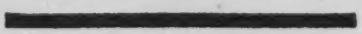
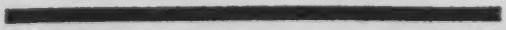
CONSUMER EDUCATION	JUNIOR HIGH/MIDDLE SCHOOL
	0% 10% 20% 30% 40% 50% 60% 70% 80% 90%
Determining values, goals, & standards	
Decision making process	
Distribution & management of human & non-human resources	
Function of values in goal selection & resource allocation	
Distinguishing between wants & needs	
Setting long & short range consumer goals	
Ways to earn money	
Money management	
Time management	
Energy management	
Conserving energy at home & work	
Consumer rights & responsibilities	
Packaging	
Effect of advertising on consumer decision making	
Understanding labels, warranties, guarantees	
Effect of the economy on consumer	
Factors influencing the cost of goods & services	
Tasks & work roles associated with wage-earning occupations	

Table 5. (Continued)

CLOTHING AND TEXTILES	JUNIOR HIGH/MIDDLE SCHOOL
	0% 10% 20% 30% 40% 50% 60% 70% 80% 90%
Function of clothing	
Social, pshychological, & cultural aspects of clothing selection	
Values, interests, & attitudes expressed through clothing	
Fads, fashion & style	
Building a wardrobe	
Effects of elements of design on personal appearance	
Grooming	
Evaluation of apparel quality	
Creative recycling	
Care of apparel	
Alteration and repair techniques for ready made clothing	
Relation of fabric properties	
Metric measures	
Special clothing requirements for individuals	
Use & care of sewing equipment	
Construction skills	
Construction of a finished product	
Crafts	
Careers in clothing & textile related industries	

Table 5. (Concluded)

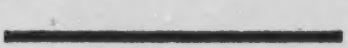
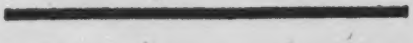
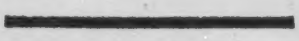
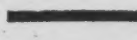
PERSONAL DEVELOPMENT AND FAMILY RELATIONS	JUNIOR HIGH/MIDDLE SCHOOL
	0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Influence of heredity, environment, & maturation on personality	
Peer pressure & felt need for group identification	
Effect of prejudice & stereotyping on personal development	
Formation of values, goals, standards & resources	
Communication skills	
Importance of friendships, dating	
Physiological components of sexual development at various stages of human development	
Effects of various types of sexual behavior on self & others	
Alternative courses of action in regard to sexual behavior & their consequences	
Effect of smoking on the relationship of self interaction with others	
Effect of alcohol on the relationship of self to interaction with others	
Effect of venereal disease on the relationship of self to interaction with others	
Appreciating the commitment necessary to be a parent	
Effects children have on a marital relationship	
Family & child support services	
Alternative life styles	
Death and dying	
Development of self through career choices	

Table 6. Home Economics Survey--Percent of Teachers Reporting that They Teach Concept/Topics

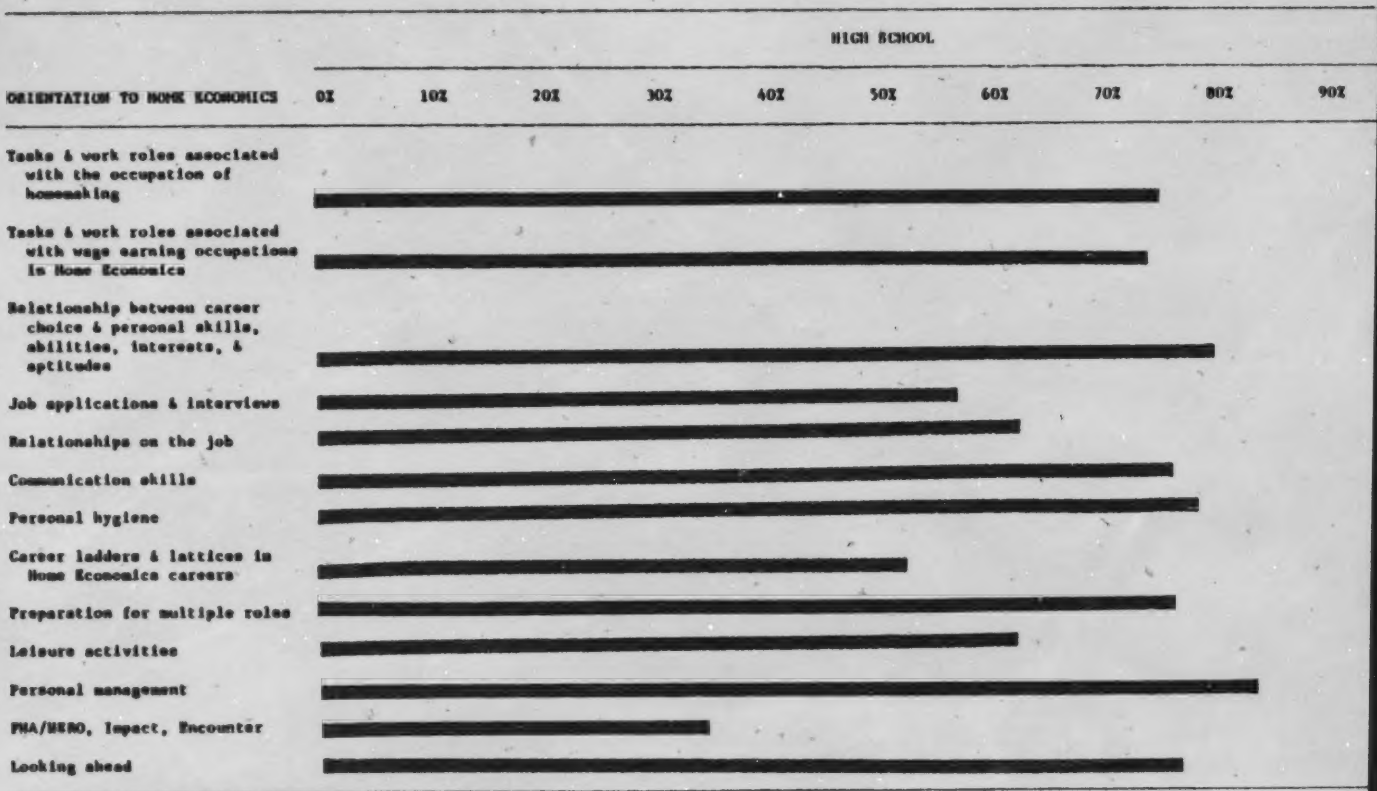


Table 6. (Continued)

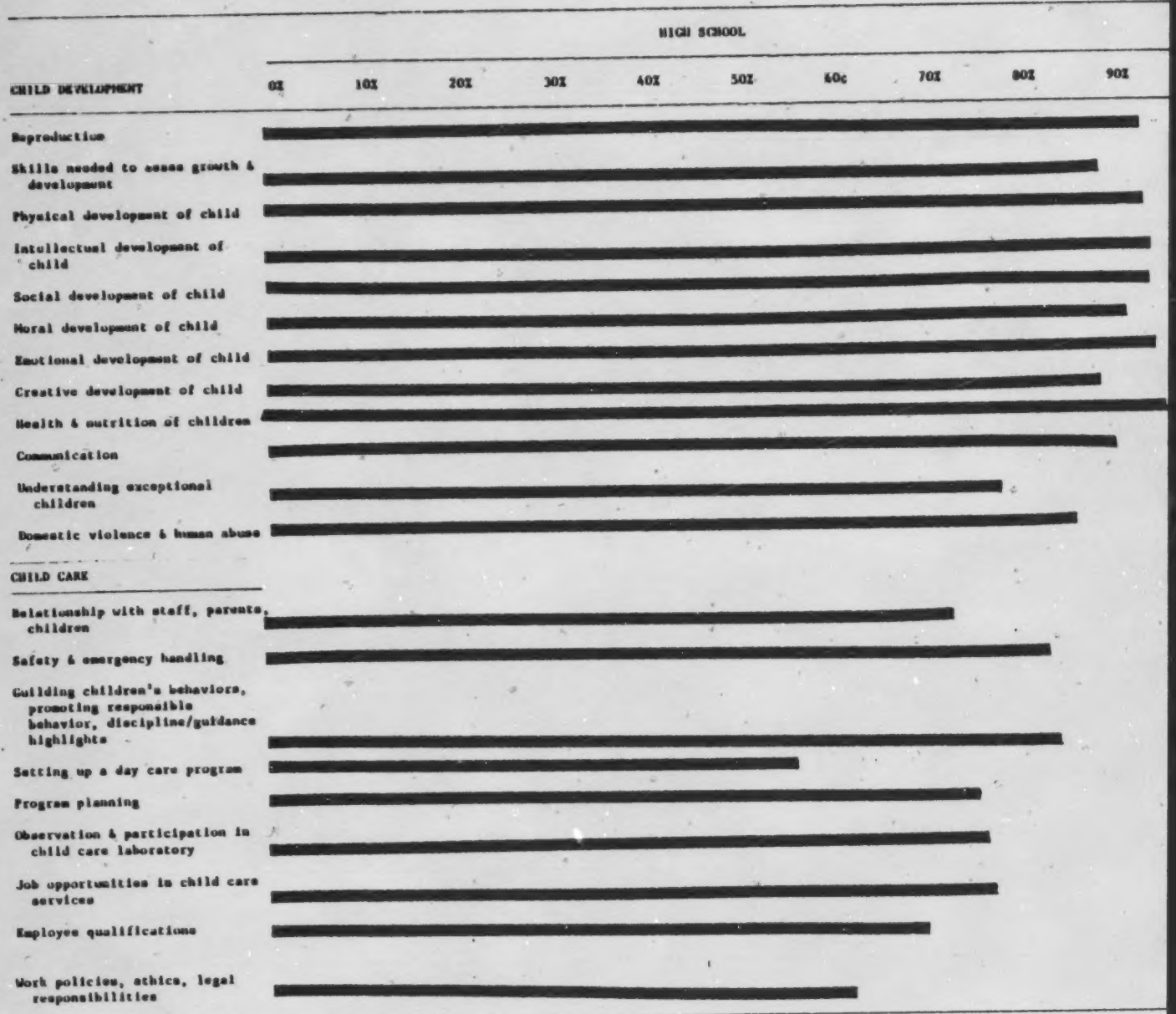


Table 6. (Continued)

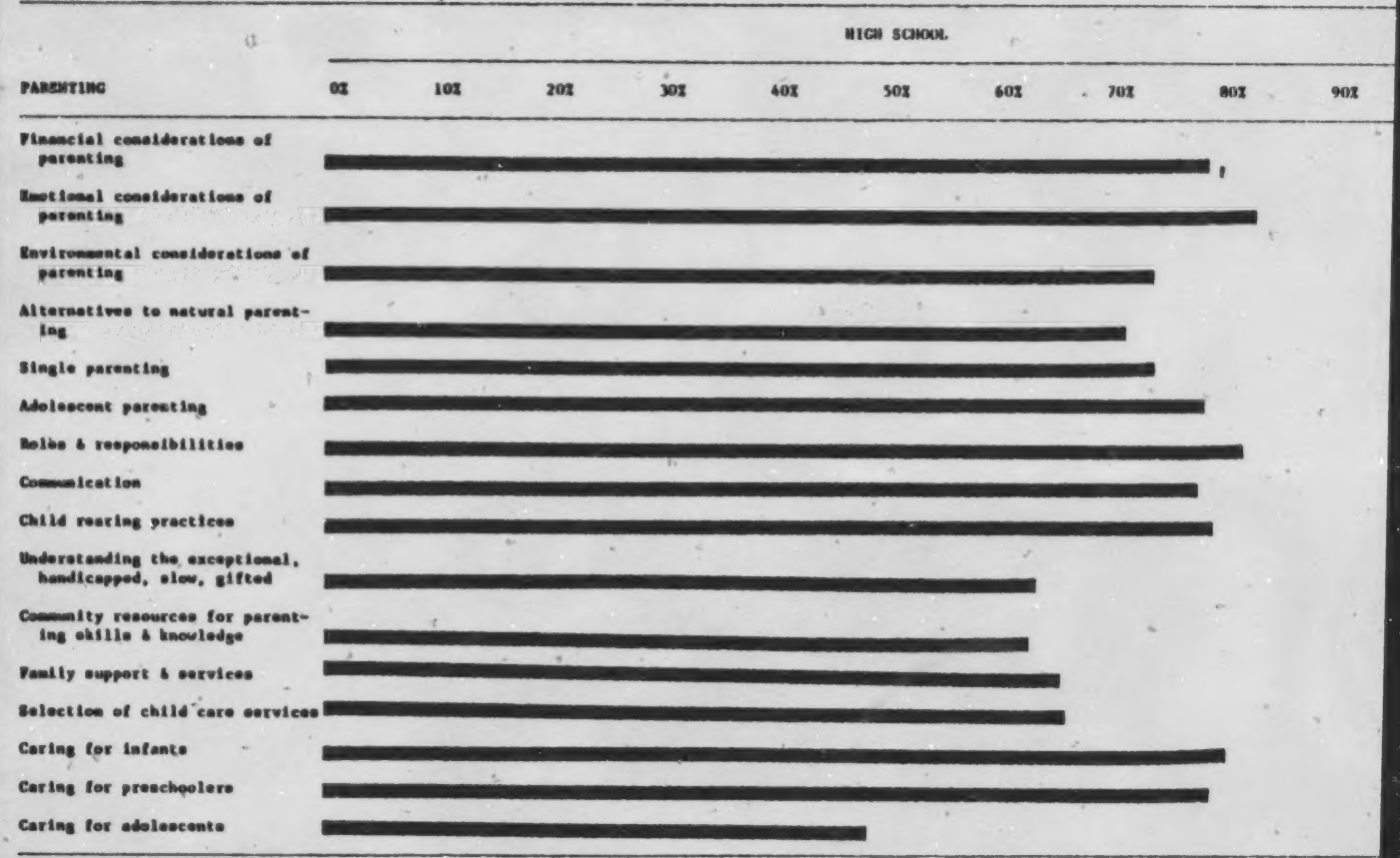


Table 6. (Continued)

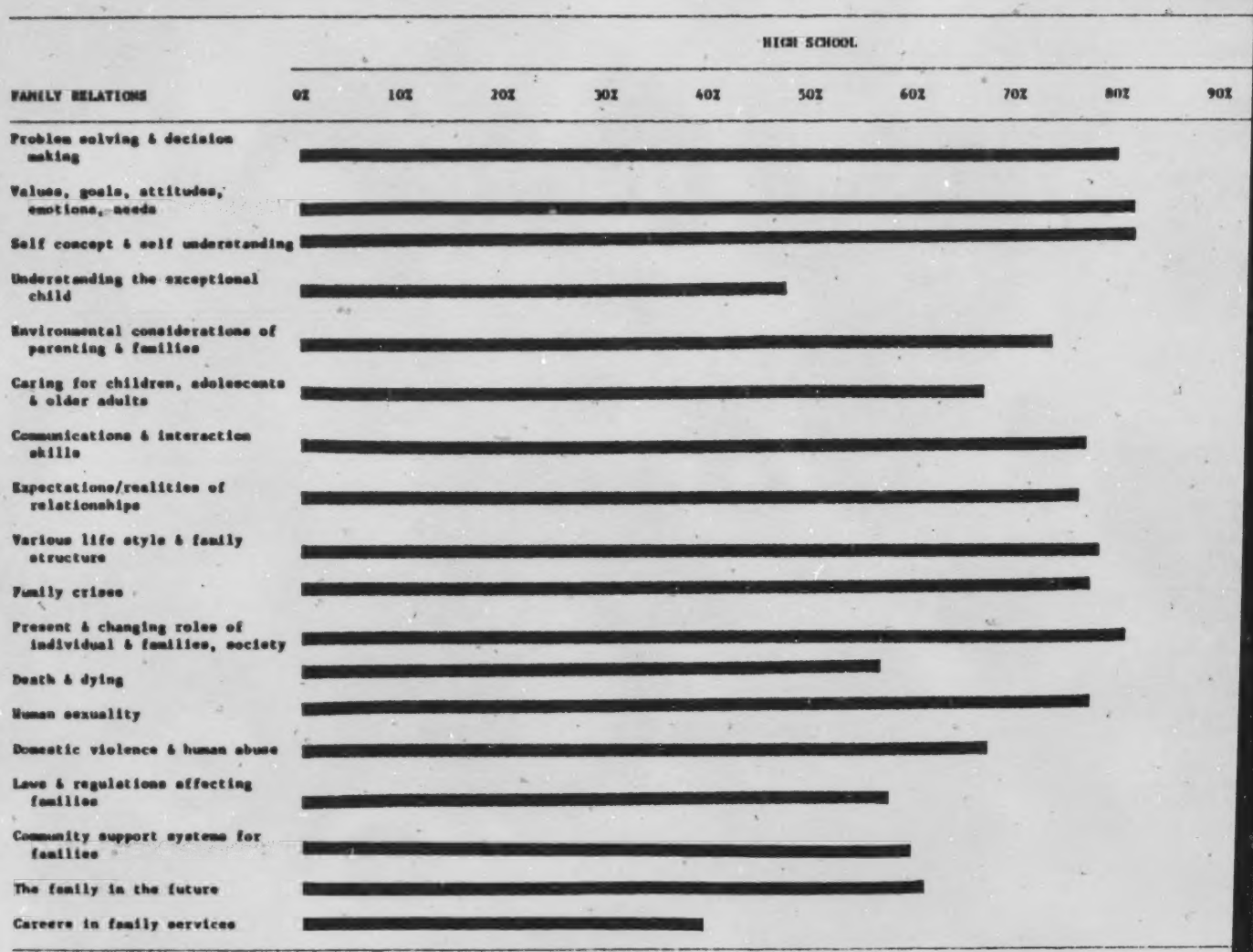


Table 6. (Continued)

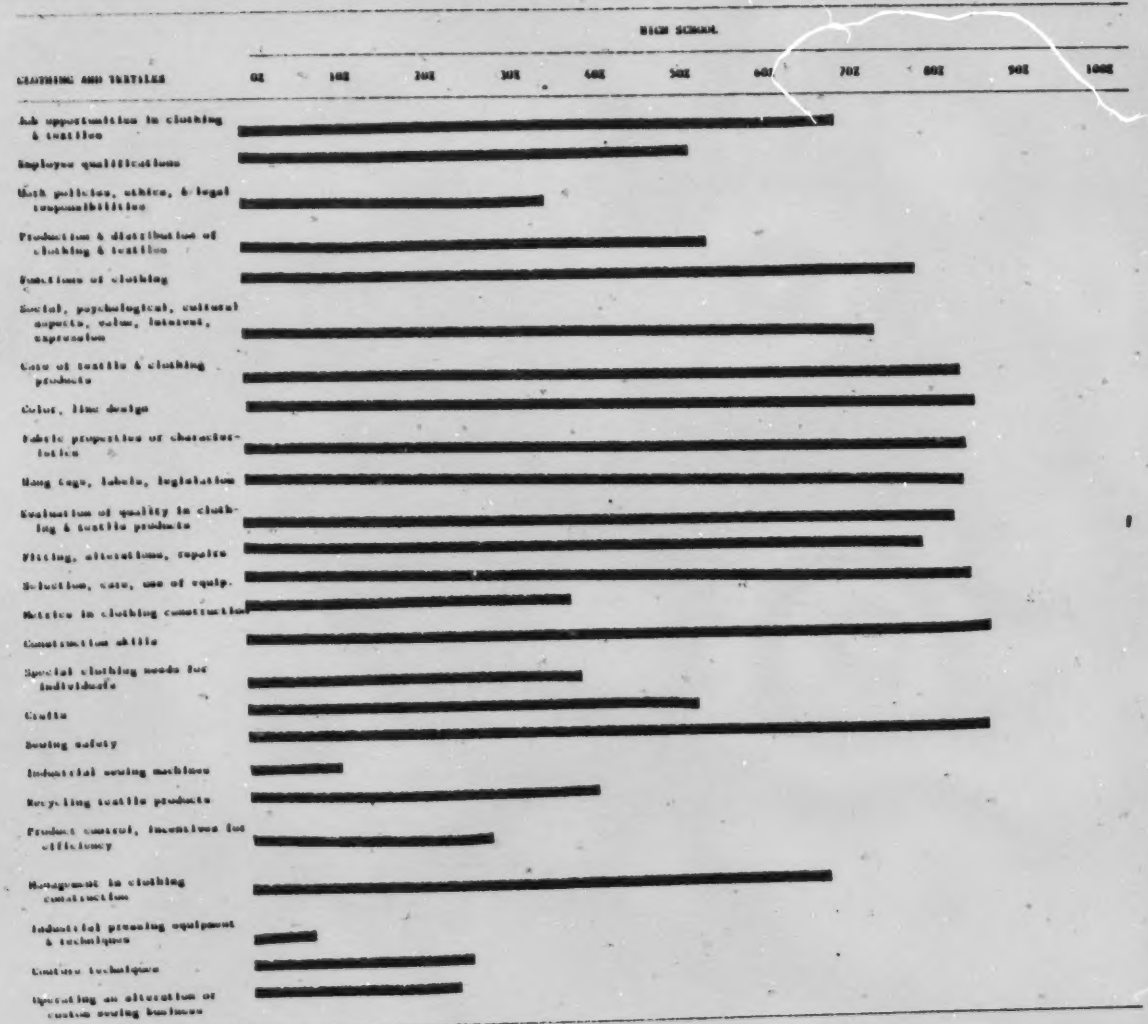


Table 6. (Continued)

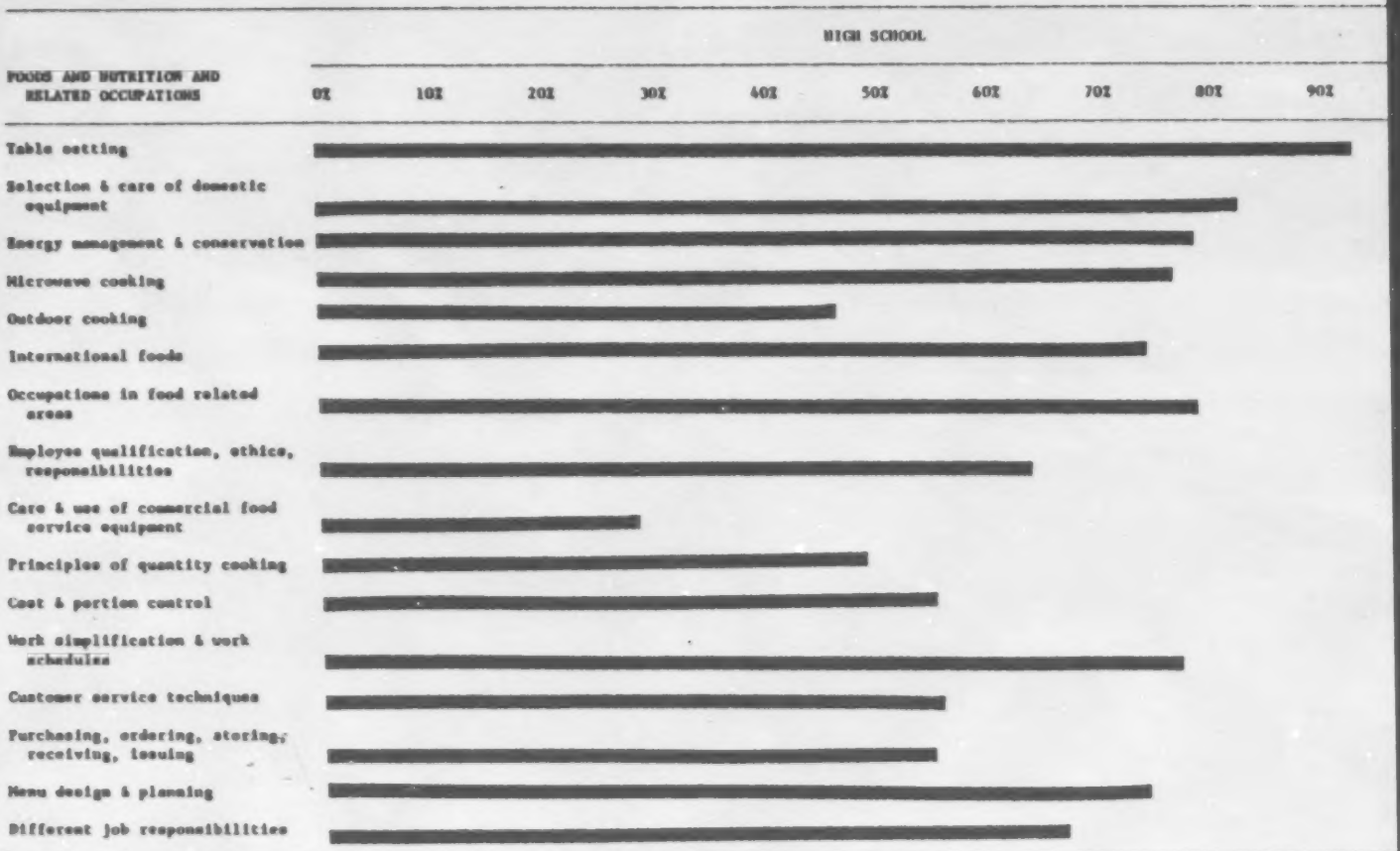


Table 6. (Continued)

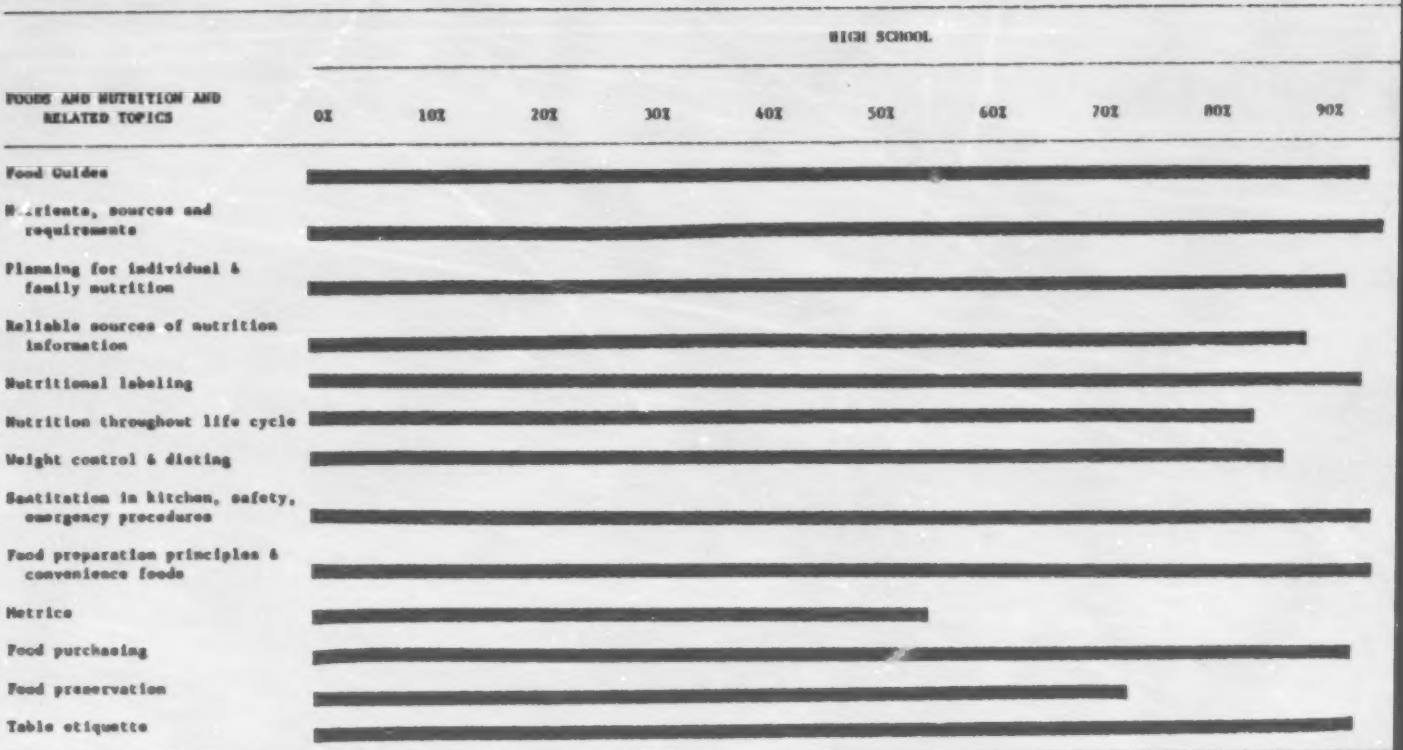


Table 6. (Continued)

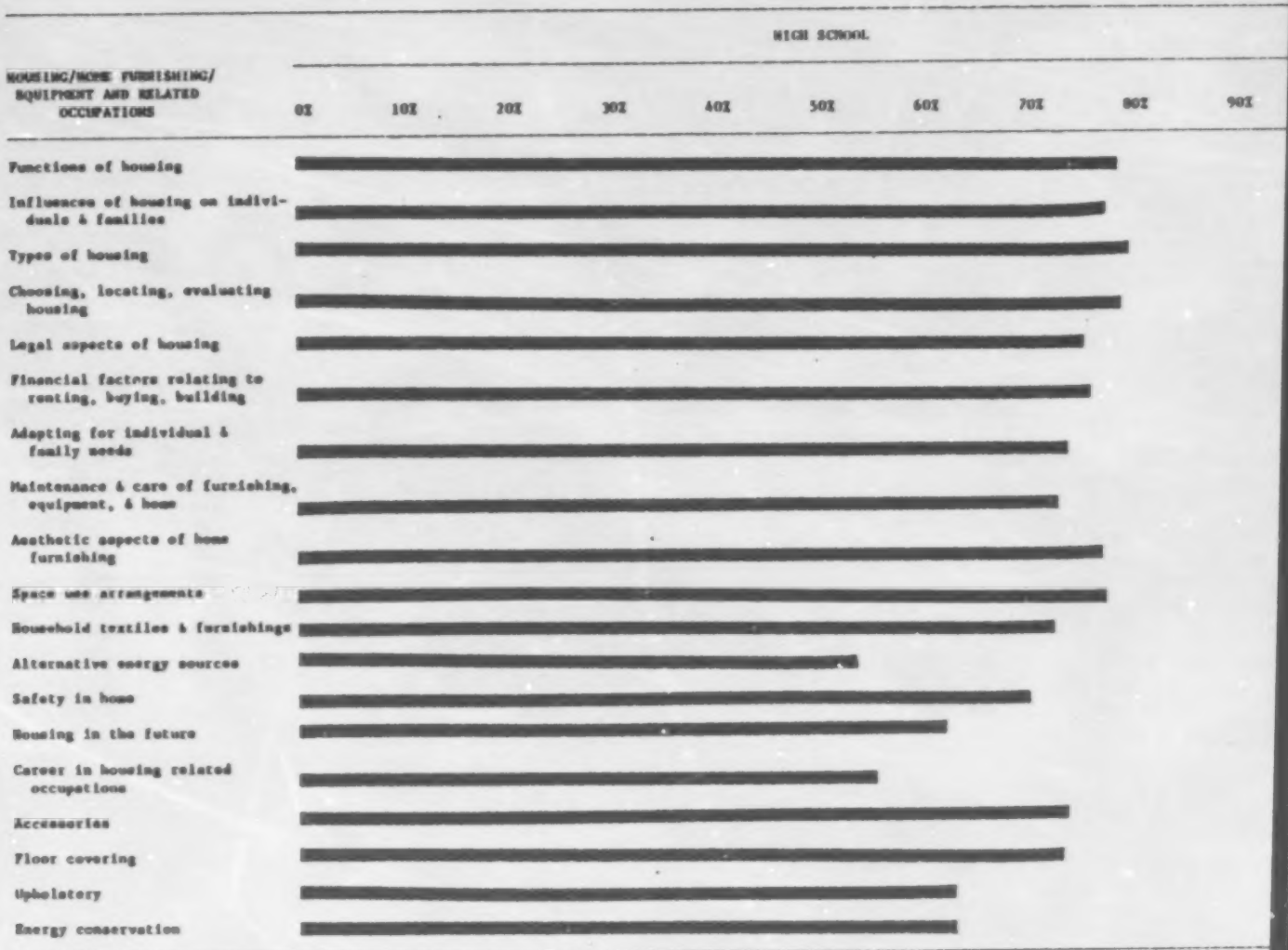
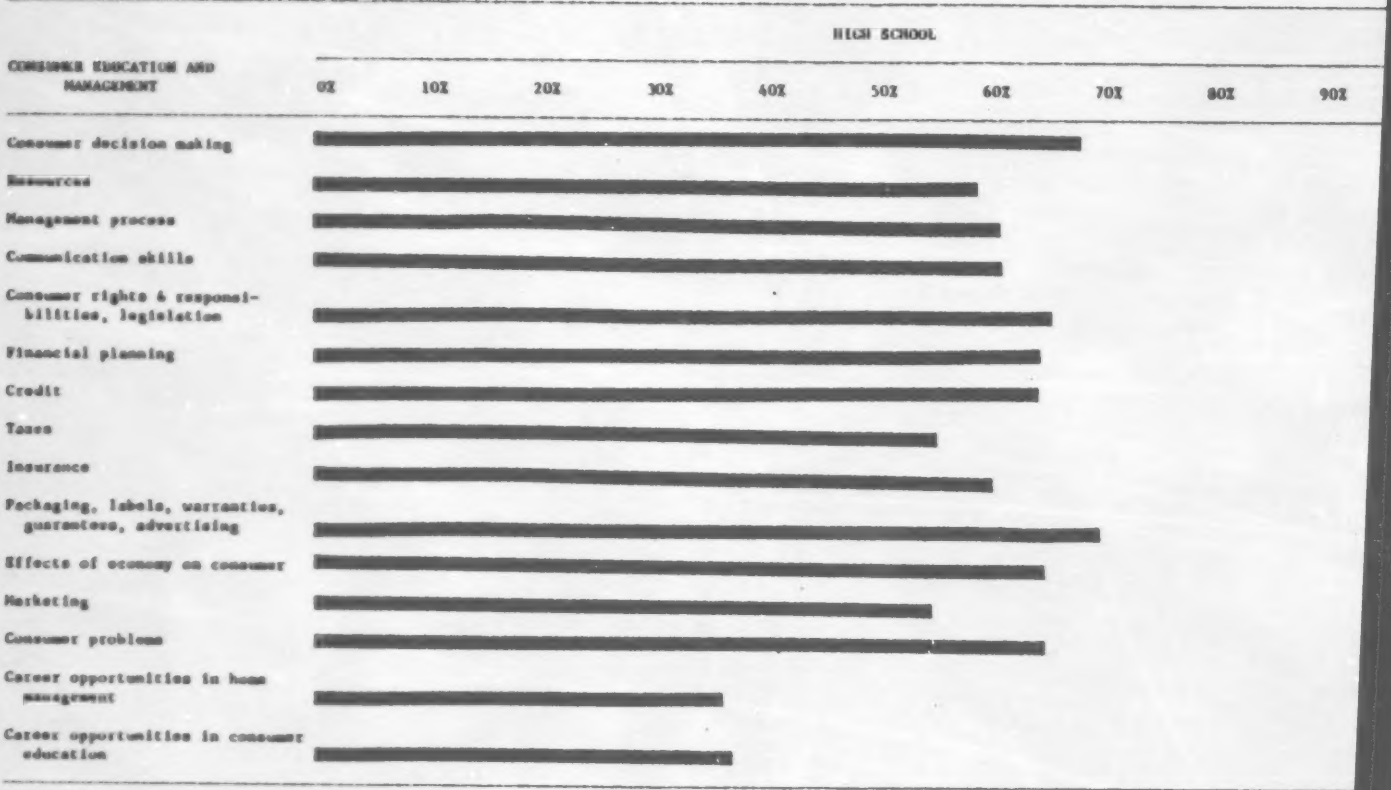


Table 6. (Concluded)



Home economics related occupations programs (HERO)

The high school survey asked the teachers to report the HERO programs offered in their schools. Seven HERO programs are given in Table 7.

Table 7. Home Economics Related Occupation Programs Offered in Schools Surveyed.

H.E.R.O. Programs	No. of Schools that Offered Program N	%
Child Care Services	163	23.0
Clothing Mgt., Prod., and Serv.	119	17.0
Food Mgt., Prod., and Serv.	167	24.0
Home Furn., Equip., and Serv.	88	13.0
Homemaking	116	17.0
Hospitality	21	3.0
Inst., and Home Mgt., Supp., Serv.	24	3.0

Concepts/topics taught

Respondents were not only to check the concepts they teach, but also add any concepts they teach which were not on the list. Table 8 and 9, illustrate concepts/topics teachers teach but were not on the survey lists.

Table 8. "OTHER" Junior High/Middle School Concepts Taught

CHILD DEVELOPMENT AND CAREER GUIDANCE

- Field trips to hospital and AVC.
- One day preschool laboratory, students bring a little friend.
- Toys and toy safety.

CLOTHING AND TEXTILES

- Use kits from Stanwood Products and Haan Crafts.
- Style show at end of unit.
- Hand sewing.

CONSUMER EDUCATION

- Figuring cost/unit in shopping.
- Comparative pricing, using Consumer Reports to research purchases.

FOODS AND NUTRITION

- Vegetarian diets.
- Actual work in school cafeteria.
- Food for entertaining, party planning.
- Microwaves.
- Convential ovens.
- Baking and cooking terms.

HOUSING

- Actual designing of two rooms.
- Principles of design.
- Evaluate floor plans.
- Housing needs for various stages of the life cycle.

PERSONAL DEVELOPMENT AND FAMILY RELATIONS

- None listed.

Table 9. "OTHER" High School Concepts Taught

FAMILY RELATIONS

- Budgeting.
- Fertility control.
- Decision making in relation to sex.
- Religion.
- Various life styles.
- History of marriage and family.
- Mock wedding for entire school.
- Psychological differences in the sexes.
- Marital adjustment.
- Engagement, honeymoon.
- Three generations
- Geriatrics, nursing homes.

CHILD CARE

- Effects of T.V. media.
- Caring for the sick or injured child.
- Working as a teachers aid with elementary children.
- Montessori Philosophy and nursery.

CONSUMER EDUCATION

- Banking services.
- Transportation.
- Leisure time.
- Buying drugs and food.
- Investments.

FOOD AND NUTRITION

- What is involved in school lunch program.
- Requirement for Illinois Dept. of Public Health Sanitation License.

Table 9. (Continued)

HOUSING

- Moving.
- Estate planning.
- Furniture styles.
- Reading house plans.
- Stages of construction, materials, and specifications.
- How to strip, repair, paint, stain, and wall paper.

Reasons why concept/topics not taught

Those teachers who responded as not teaching a concept/topic were requested to give an explanation as to why that concept was not taught. Many different reasons were given by the teachers why the concept/topic was omitted.

On the junior high/middle school questionnaire almost all of the reasons for not teaching each concept/topic were stated by ten percent or more of the teachers. Therefore, the investigators only reported concept/topics which received twenty-five percent or more response for the same reason. However, on the high school survey only two concept/topics would be mentioned if the cut off point were twenty-five percent or greater. Therefore, the investigators decided to report reasons that were marked by ten percent or more of the respondents. Tables 10 and 11 provide the percentages of teachers not teaching a concept/topic for a specific reason if greater than twenty-five percent for junior high/middle school and ten percent for high school. A complete list of reasons and percentages of why concept/topics are not taught can be obtained from the investigators of this project.

Information was also collected on specific courses taught in the schools, whether the courses are required or an elective, if laboratory is included, length of class in minutes, meeting times per week, number of males, females, special needs students, grade levels, and course titles. The analysis of this data will take place in Phase II of this project.

Table 10. Junior High/Middle School -- Reasons (25% or greater) Why Concept Not Taught

CHILD DEVELOPMENT AND CAREER GUIDANCE	Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach. 3	Taught by another department. 4
Emotional growth & development	-	25.4	-	-
Intellectual growth & development	-	28.3	-	-
Caring for babies & children	-	30.4	-	-
Babysitting (e.g., occupation, responsibility, ethics, & care of children.)	-	26.8	-	-
Importance of child study for a deeper understanding of one's own self-concept	-	29.0	-	-
Influence of adolescents as models or examples to young children	-	33.3	-	-
Influence of T.V. on children (e.g., rules for viewing, effect of T.V., on social maturation, etc.)	-	42.0	-	-
Selection of activities and toys for children	-	26.8	-	-
Relationship of environment & heredity to developmental process	-	28.3	-	-
Birth of a baby	29.7	26.1	-	-
Child abuse	-	30.4	-	-
Children with special needs	-	44.9	-	-
Communicating with children	-	31.9		
Observation & interpretation in the preschool seeting	-	33.3	-	-
Child care career opportunities	-	30.4	-	-

Table 10. (Continued)

CLOTHING AND TEXTILES	Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach. 3	Taught by another department. 4
Social, pshychological, & cultural aspects of clothing selection	-	31.9	-	-
Values, interests, & attitudes expressed through clothing	-	29.7	-	-
Fads, fashion & style	-	27.5	-	-
Building a wardrobe	-	39.9	-	-
Effect of elements of design on personal appearance (e.g., color, texture, line or proportion.).	-	26.1	-	-
Creative recycling	-	47.1	-	-
Care of apparel (e.g., storage, stain removal, laundry, dry cleaning.)	-	35.5	-	-
Alteration & repair techniques for ready made clothing	-	43.5	-	-
Special clothing requirements for individuals (e.g., children, handicapped, & aged.)	48.6	-	-	-
Careers in clothing & textile related industries	-	26.1	-	-

Table 10. (Continued)

CONSUMER EDUCATION	Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach. 3	Taught by another department 4
Distribution & management of human & non-human resources	-	29.7	-	-
Setting long & short range consumer goals	-	26.1	-	-
Money management	-	30.4	-	-
Time management	-	26.1	-	-
Energy management	-	28.3	-	-
Conserving energy at home & work	-	29.0	-	-
FOODS AND NUTRITION				
No reasons (25% or more) were given as to why foods and nutrition concepts were not taught.				
HOUSING AND HOME MANAGEMENT				
Colors & color schemes	-	38.4	-	-
Room decoration (e.g., window, wall & ceiling, & floor treatment)	-	43.5	-	-
Furniture styles & designs	35.5	38.4	-	-
Effect of housing on life style	35.5	40.6	-	-
Room & furniture arrangements	-	44.2	-	-
Types of housing (e.g., single family dwelling, apartment, mobile home, condominium)	34.8	37.7	-	-
Energy conservation in the home	-	42.8	-	-
Alternative energy resources for the home	27.5	45.7	-	-
Housing & family relationships (e.g., sharing space.)	-	48.6	-	-

Table 10. (Continued)

HOUSING AND HOME MANAGEMENT	Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Taught by another department. 4
Creating home decorations & accessories	-	45.7	-	-
Safety in the home	-	39.1	-	-
Cost of housing	38.4	30.6	-	-
Selection, use, & care of furniture	34.8	37.7	-	-
Selection, use, & care of appliances	-	36.2	-	-
Home cleaning supplies, equipment	-	39.9	-	-
Household textiles	34.8	34.8	-	-
Simple household repairs (e.g., how to change a fuse, repair a frayed cord)	-	37.7	-	-
Housing in the future	38.4	34.1		
Careers in housing related occupations	27.5	29.0	-	-
PERSONAL DEVELOPMENT AND FAMILY RELATIONS				
Influence of heredity, environment, & maturation on personality	-	29.7	-	-
Peer pressure & felt need for group identification	-	31.2	-	-
Effect of prejudice & stereotyping on personal development	-	35.5	-	-
Formation of values, goals, standard & resources	-	28.3	-	-
Communication skills	-	33.3	-	-

Table 10. (Continued)

PERSONAL DEVELOPMENT AND FAMILY RELATIONS	Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach. 3	Taught by another department. 4
Importance of friendships, dating	-	38.4	-	-
Physiological components of sexual development at various stages of human development	-	32.6	-	27.5
Effects of various types of sexual behavior on self & others	-	33.3	-	25.4
Alternative courses of action in regard to sexual behavior & their consequences	-	33.3	-	27.5
Effect of smoking on the relationship of self interaction with others	-	34.8	-	31.2
Effect of alcohol on the relationship of self to interaction with others	-	34.1	-	31.2
Effect of venereal disease on the relationship of self to interaction with others	-	-	-	29.0
Appreciating the commitment necessary to be a parent (Social, emotional, financial, physical)	24.6	-	-	-
Effects children have on a marital relationship	29.7	-	-	-
Family & child support services	30.4	-	-	-
Alternative life styles	28.3	26.8	-	-
Death & dying	25.4	27.5	-	-
Development of self through career choices	-	22.5	-	-

Table 11. High School Survey Questionnaire. Percentages of Teachers (10% or greater) Reporting Concepts Not being taught for Specific Reasons

CONCEPTS	REASONS				
	Do not feel this concept is import. at this level.	Would like to include but have no time.	Don't have approp. equip. to teach.	Need more resources or info. to teach.	Taught by another department.
Orientation to Home Economics					
Job applications & interviews	10.9	11.2	-	-	13.1
Relationships on the job	-	10.9	-	-	-
Career ladders & lattices in Home Economics careers	10.0	11.6	-	10.1	-
Leisure activities (e.g., hobbies, crafts.)	17.1	13.9	-	-	-
FHA/HERO, Impact, Encounter	-	16.1	-	-	18.5
Child Development					
Understanding exceptional children (e.g., handicapped, slow, gifted)	-	10.5	-	-	-
Child Care					
Setting up a day care program (e.g., facility furnishing, equipment, space)	-	10.5	10.5	-	-
Work policies, ethics, legal responsibilities	-	11.2	-	10.1	-
Parenting					
Understanding the exceptional, handicapped, slow, gifted	-	13.5	-	-	-

Table 11. (Continued)

CONCEPTS	REASONS				
	Do not feel this concept is import. at this level.	Would like to include but have no time.	Don't have approp. equip. to teach.	Need more resources or info. to teach.	Taught by another department.
Parenting (continued)					
Community resources for parenting skills & acknowledge	-	13.1	-	-	-
Family support & services	-	10.5	-	-	-
Selection of child care services	-	10.9	-	-	-
Caring for adolescents	-	25.8	-	-	-
Family Relations					
Understanding the exceptional child (e.g., slow, gifted, handicapped)	-	18.0	-	-	-
Caring for children, adolescents & older adults	-	10.1	-	-	-
Death & Dying	-	14.6	-	-	-
Laws & regulations affecting families	-	11.6	-	12.4	-
Community support systems for families	-	10.5	-	10.5	-
The family in the future	-	12.4	-	-	-
Careers in family services	-	20.6	-	12.4	-
Clothing and Textilies					
Employee qualifications	-	12.7	-	10.1	-
Work policies, ethics, & legal responsibilities	10.1	18.0	-	14.2	-

Table 11. (Continued)

CONCEPTS	REASONS				
	Do not feel this concept is import. at this level.	Would like to include but have no time.	Don't have approp. equip. to teach.	Need more resources or info. to teach.	Taught another department.
Clothing and Textiles (continued)					
Production & distribution of clothing & textiles	-	13.5	-	-	-
Metrics in clothing construction	-	11.2	-	18.0	-
Special clothing needs for individuals, (e.g., children, handicapped, aged)	-	26.2	-	-	-
Crafts (e.g., knitting, crewel, crocheting, etc.)	-	20.6	-	-	-
Industrial sewing machines (parts, type, care, use)	13.5	-	41.2	11.2	-
Recycling textile products	-	18.4	-	12.7	-
Product control, incentives for efficiency	18.4	13.1	-	15.7	-
Industrial pressing equipment & techniques	13.5	-	38.2	13.5	-
Couture techniques	16.9	11.6	-	13.1	-
Operating & alteration of custom sewing business	17.6	19.1	-	12.7	-
Foods and Nutrition and Related Occupations					
Metrics	-	10.5	-	11.2	-
Food preservation	-	12.0	-	-	-
Microwave cooking	-	-	13.9	-	-
Outdoor cooking	-	20.2	20.6	-	-

Table 11. (Continued)

CONCEPTS	REASONS				
	Do not feel this concept is import. at this level.	Would like to include but have no time.	Don't have approp. equip. to teach.	Need more resources or info. to teach.	Taught another department.
Foods and Nutrition and Related Occupations (continued)					
International foods	-	14.6	-	-	-
Employee qualification, ethics, responsibilities	-	12.0	-	-	-
Principles of quantity cooking	-	-	15.0	-	-
Cost & portion control	-	10.5	-	-	-
Customer service techniques (e.g., waiting tables, taking orders)	-	18.0	-	-	-
Purchasing, ordering, storing, receiving, issuing	-	11.6	-	-	-
Housing/Home Furnishing/Equipment and Related Occupations					
Alternative energy sources	-	11.6	-	-	-
Housing in the future	-	11.6	-	-	-
Career in housing related occupations	-	14.2	-	-	-
Consumer Education and Management					
All topics in Consumer Education and Management were reported by 15 percent or more of the teachers as being taught by another department.					

SUMMARY OF DATA

Data were obtained from 404 home economics teachers in Illinois to determine the state of home economics. Sixty-nine percent of all the teachers have a bachelor's degree and 30 percent have a master's degree. Most teachers have 09 (Ltd.) High School 6 through 12 certificate, although many other certificates are held by home economics teachers.

About 50 percent of high school teachers surveyed, reported they have met the Illinois Cooperative Supervisory Certification. Those working on it or thinking about it account for 20 percent of the sample surveyed and 29 percent said they had no plans to work on it. An analysis of the data shows that the majority of respondents have their HERO work experience in food management, production and services and child care services.

High School home economics teachers appear to be professionally active. Over half the respondents reported to belong to IVA and IVHETA. Forty-three percent stated they attended an annual professional meeting within the last year. Junior high/middle school teacher's largest attendance was to the IVHETA meeting (28.3 percent). In addition to being involved in professional organizations, 73 percent of the teachers claimed to have taken a home economics course or workshop within the past five years.

Forty-three percent of the schools have FHA/HERO clubs. Eleven percent had other home economics clubs. Clubs were integrated into class time in 48 percent of the programs. Club members are more likely to hold a sectional/ regional office than a state or national office.

Vocational Advisory committees were reported by 73 percent of the high

schools. Twenty-seven percent of the schools mentioned that they had a Home Economics Advisory Committee.

The HERO programs most commonly taught in the high schools are food management, production and services and child care services. Junior high schools reported offering courses mainly in foods and clothing. In the high school survey, reasons stated for not teaching concept/topics were mainly attributed to a lack of time, or that the subject was taught by another department. In the junior high/middle school, concept/topics were mainly omitted because of a lack of time or because teachers felt the concept was not important at this level.

CONCLUSIONS

This study was undertaken to collect information concerning content of Illinois Home Economics programs and information concerning the teachers teaching these programs. The data collected will provide some bases for making decisions regarding the:

1. Needs of the students
2. Curricular needs for the programs being taught
3. Curriculum approaches
4. Levels of instruction to be planned
5. Content to be taught

These data have some indication of curricular and program needs in order to provide comprehensive instruction in vocational home economics in Illinois.

BIBLIOGRAPHY

American Home Economics Association. Bases for curriculum decisions in home economics related occupation areas. Washington, D.C., 1975.

Information Identified from the Illinois Certification Print-Out 1970-1980, Home Economics teachers (Exclusive of Chicago).

The Illinois State Board of Education. Five Year and Annual State Plan for Vocational Education in Illinois. Fiscal Year (FY) 1978-1982, Department of Adult, Vocational, and Technical Education, Springfield, IL.

The Illinois State Board of Education. IMPACT. Annual Report Fiscal Year 1979, Vocational Education in Illinois, Department of Adult, Vocational and Technical Education, Springfield, IL.

State of Illinois. An Aid for Planning Programs in Career Education. Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, Springfield, IL., 1975.

Appendix A

Research Instruments and Cover Letter

Deck 1

OFFICE USE ONLY

Sequence # _____ 1-3

JUNIOR HIGH/MIDDLE SCHOOL HOME ECONOMICS TEACHER'S SURVEY

(Circle one code number for each question unless otherwise instructed.)

PART I

1. What is your highest degree?

Bachelor's	1	4
Master's	2	
Doctorate	3	

2. In what year did you receive your highest degree? 19_____ 5,6

3. How many hours are you beyond your highest degree? _____ 7,8

4. Are you employed as a part-time or a full-time home economics teacher?

Part-Time	1	9
Full-Time	2	

5. Which of these professional organizations have you attended within the last year? *(Circle all that apply.)*

Illinois Vocational Association	1	10
Illinois Vocational Home Economics Teacher's Association	2	11
Illinois Home Economics Association	3	12

6. When were you last enrolled in a home economics related course for credit or in a home economics workshop? *(State the year.)*

19_____ 13,14

7. In what type of school do you now teach?

Middle School	1	15
Junior High School	2	

8. Which of the following grade levels are in your school? *(Circle all that apply)*

Sixth grade	1	16
Seventh grade	2	17
Eighth grade	3	18
Ninth grade	4	19

9. From what population does your student enrollment come?

Predominantly rural	1	20
Predominantly urban	2	
Predominantly suburban	3	

10. What is the approximate enrollment of your school?

Between 0 - 250	1	21
Between 251 - 500	2	
Between 501 - 1,000	3	
Between 1,001 - 1,500	4	
Above 1,501	5	

11. How many home economics teachers are employed by your school? _____ 22

12. Which of the following student organizations are in your school? *(Circle all that apply.)*

FHA	1	23
Other*(Please Specify)* _____	2	24
No home economics clubs are offered .	3	25

(If no, please skip to Part II.)

13. Is your student organization integrated into regular classroom activities?

Yes	1	26
No	2	

PART II

Please read through all of the following concepts/topics. They have been grouped into six categories. We realize that you may teach them in another order. We are not concerned with the grouping. We are only concerned with which of these concepts/topics <u>you</u> specifically teach in your classes. Circle the number in the "yes" column for each concept/topic <u>you</u> teach. If you do not deal with this concept/topic, please go on to the "B" section of this question and tell us why you do not.

CHILD DEVELOPMENT AND CAREER GUIDANCE CONCEPTS/TOPICS	A. Is this concept included in your Jr. H. S. curric? YES 1	NO 2		B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other *(please specify)* 5	
Physical growth and development	1	2	27	1	2	3	4	5 _____	28
Emotional growth and development. . . .	1	2	29	1	2	3	4	5 _____	30
Intellectual growth and development . .	1	2	31	1	2	3	4	5 _____	32
Social growth and development	1	2	33	1	2	3	4	5 _____	34
Caring for babies and children.	1	2	35	1	2	3	4	5 _____	36
Babysitting (e.g., occupation, responsibility, ethics, and care of children.)	1	2	37	1	2	3	4	5 _____	38
Importance of child study for a deeper understanding of one's own self-concept.	1	2	39	1	2	3	4	5 _____	40
Influence of adolescents as models or examples to young children . . .	1	2	41	1	2	3	4	5 _____	42
Influence of television on children (e.g., rules for viewing, effect of T.V. on social maturation, etc.)	1	2	43	1	2	3	4	5 _____	44
Selection of activities and toys for children.	1	2	45	1	2	3	4	5 _____	46
Relationship of environment and heredity to developmental process .	1	2	47	1	2	3	4	5 _____	48
Birth of a baby	1	2	49	1	2	3	4	5 _____	50
Child abuse	1	2	51	1	2	3	4	5 _____	52

CHILD DEVELOPMENT, CAREER GUIDANCE (Cont'd) CONCEPTS/TOPICS	A. Is this concept included in your curric? YES 1	NO 2	B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other *(Please specify)* 5
Health and nutrition of children. . . .	1	2 53	1	2	3	4	5 _____ 54
Safety and first aid.	1	2 55	1	2	3	4	5 _____ 56
Children with special needs	1	2 57	1	2	3	4	5 _____ 58
Communicating with children	1	2 59	1	2	3	4	5 _____ 60
Observation and interpretation in the preschool setting	1	2 61	1	2	3	4	5 _____ 62
Child care career opportunities	1	2 63	1	2	3	4	5 _____ 64
Other *(Please specify)*.	1	2 65	1	2	3	4	5 _____ 66

_____

_____

_____

CLOTHING AND TEXTILES CONCEPTS/TOPICS	A. Is this concept included in your Jr. H.S. curric? YES 1	NO 2	B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other (Please specify) 5
Function of clothing.	1	2 67	1	2	3	4	5 _____ 68
Social, pshychological, and cultural aspects of clothing selection . . .	1	2 69	1	2	3	4	5 _____ 70
Values, interests, and attitudes expressed through clothing.	1	2 71	1	2	3	4	5 _____ 72
Fads, fashion and style	1	2 73	1	2	3	4	5 _____ 74
Building a wardrobe	1	2 75	1	2	3	4	5 _____ 76
Effect of elements of design on personal appearance (e.g., color, texture, line or proportion)	1	2 77	1	2	3	4	5 _____ 78
Grooming.	1	2 79	80/1 1	2	3	4	5 _____ 4
Evaluation of apparel quality	1	2 5	1-3 DUP 1	2	3	4	5 _____ 6
Creative recycling.	1	2 7	1	2	3	4	5 _____ 8
Care of apparel (E.g., storage, stain removal, laundry, dry cleaning) . .	1	2 9	1	2	3	4	5 _____ 10
Alteration and repair techniques for ready made clothing	1	2 11	1	2	3	4	5 _____ 12
Relation of fabric properties (Fiber characteristics, fabric construction, and fabric finishes) to cost, performance, and care	1	2 13	1	2	3	4	5 _____ 14
Metric measures	1	2 15	1	2	3	4	5 _____ 16

CLOTHING AND TEXTILES (cont'd) CONCEPTS/TOPICS	A. Is this concept included in your Jr. H. S. curric? YES 1	NO 2	B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other *(please specify)* 5
Special clothing requirements for individuals (e.g., children, handicapped, and aged.)	1	2 17	1	2	3	4	5 _____ 18
Use and care of sewing equipment. . . .	1	2 19	1	2	3	4	5 _____ 20
Construction skills: Pattern alteration, layout, cutting, marking, sewing and pressing of fabric . . .	1	2 21	1	2	3	4	5 _____ 22
Construction of a finished product (e.g., T-shirt, pillow, tote bag, skirt, etc.) in class	1	2 23	1	2	3	4	5 _____ 24
Crafts (e.g., crewel, knitting, crocheting, embroider, quilting, tie-dye, macrame, needlepoint, etc.). .	1	2 25	1	2	3	4	5 _____ 26
Careers in clothing and textile related industries.	1	2 27	1	2	3	4	5 _____ 28
Other *(Please specify)* _____	1	2 29	1	2	3	4	5 _____ 30

_____

_____

_____

CONSUMER EDUCATION CONCEPTS/TOPICS	A. Is this concept included in your Jr. H. S. curric? YES 1	 NO 2	B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other *(Please specify)* 5	
Determining values, goals, and standards	1	2 31	1	2	3	4	5 _____	32
Decision making process	1	2 33	1	2	3	4	5 _____	34
Distribution and management of human and non-human resources	1	2 35	1	2	3	4	5 _____	36
Function of values in goal selection and resource allocation	1	2 37	1	2	3	4	5 _____	38
Distinguishing between wants and needs.	1	2 39	1	2	3	4	5 _____	40
Setting long and short range consumer goals	1	2 41	1	2	3	4	5 _____	42
Ways to earn money.	1	2 43	1	2	3	4	5 _____	44
Money management.	1	2 45	1	2	3	4	5 _____	46
Time management	1	2 47	1	2	3	4	5 _____	48
Energy Management	1	2 49	1	2	3	4	5 _____	50
Conserving energy at home and work. . .	1	2 51	1	2	3	4	5 _____	52
Consumer rights and responsibilities. .	1	2 53	1	2	3	4	5 _____	54
Packaging	1	2 55	1	2	3	4	5 _____	56
Effect of advertising on consumer decision making	1	2 57	1	2	3	4	5 _____	58
Understanding labels, warranties, guaranties.	1	2 59	1	2	3	4	5 105	60

CONSUMER EDUCATION (Cont'd) CONCEPTS/TOPICS	A. Is this concept included in your Jr. H. S. curric? YES 1	NO 2	B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other *(Please specify)* 5	
Effect of the economy on consumer . . .	1	2 61	1	2	3	4	5 _____	62
Factors influencing the cost of goods and services (e.g., supply and demand, mass production, work efficiency, etc.)	1	2 63	1	2	3	4	5 _____	64
Tasks and work roles associated with wage-earning occupations.	1	2 65	1	2	3	4	5 _____	66
Other *(Please specify)*.	1	2 67	1	2	3	4	5 _____	68

_____

_____

_____

FOODS AND NUTRITION CONCEPTS/TOPICS	A. Is this concept included in your Jr. H. S. curric? YES 1	NO 2	B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other (*Please specify*) 5
Food guide (e.g., Basic 4).	1	2 69	1	2	3	4	5 _____ 70
Nutrients and their sources	1	2 71	1	2	3	4	5 _____ 72
Handling, preparing, storing food to preserve nutritive values	1	2 73	1	2	3	4	5 _____ 74
Nutritional needs at various stages of the life cycle.	1	2 75	1	2	3	4	5 _____ 76
Reliable sources of nutritional information.	1	2 77	1	2	3	4	5 _____ 78
Weight control, diets, food fads and falacies.	1	2 79	80/2 1 1-3 DUP	2	3	4	5 _____ 4
Cultural and ethnic factors, values and attitudes related to food selection	1	2 5	1	2	3	4	5 _____ 6
Use and care of kitchen equipment . . .	1	2 7	1	2	3	4	5 _____ 8
Principles of sanitation.	1	2 9	1	2	3	4	5 _____ 10
Kitchen safety.	1	2 11	1	2	3	4	5 _____ 12
Labeling and food standards	1	2 13	1	2	3	4	5 _____ 14
Ability to follow a standard recipe. .	1	2 15	1	2	3	4	5 _____ 16
Food preparation.	1	2 17	1	2	3	4	5 _____ 18
Meal planning for individuals and family nutrition.	1	2 19	1	2	3	4	5 _____ 20

FOODS AND NUTRITION (cont'd) CONCEPTS/TOPICS	A. Is this concept included in your Jr. h. s. curric? YES 1	NO 2	B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other *(Please specify)* 5	
Table setting for different occasions .	1	2 21	1	2	3	4	5 _____	22
Table manners	1	2 23	1	2	3	4	5 _____	24
Metric measures	1	2 25	1	2	3	4	5 _____	26
Convenience foods, snacks, eating out, (Nutritional content, cost)	1	2 27	1	2	3	4	5 _____	28
Careers in the food service industry. .	1	2 29	1	2	3	4	5 _____	30
Other *(Please specify)* _____	1	2 31	1	3	3	4	5 _____	32

_____

_____

_____

HOUSING AND HOME MANAGEMENT CONCEPTS/TOPICS	A. Is this concept included in your Jr. h. s. curric? YES 1	NO 2	B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other (Please specify) 5	
Colors and color schemes.	1	2 33	1	2	3	4	5 _____	34
Room decoration (e.g., window, wall and ceiling, and floor treatment) . . .	1	2 35	1	2	3	4	5 _____	36
Furniture styles and designs.	1	2 37	1	2	3	4	5 _____	38
Effect of housing on life style	1	2 39	1	2	3	4	5 _____	40
Room and furniture arrangements	1	2 41	1	2	3	4	5 _____	42
Types of housing (e.g., single family dwelling, apartment, mobile home, condominium).	1	2 43	1	2	3	4	5 _____	44
Energy conservation in the home	1	2 45	1	2	3	4	5 _____	46
Alternative energy resources for the home.	1	2 47	1	2	3	4	5 _____	48
Housing and family relationships (e.g., sharing space.)	1	2 49	1	2	3	4	5 _____	50
Creating home decorations and accessories	1	2 51	1	2	3	4	5 _____	52
Safety in the home.	1	2 53	1	2	3	4	5 _____	54
Cost of housing	1	2 55	1	2	3	4	5 _____	56
Selection, use, and care of furniture .	1	2 57	1	2	3	4	5 _____	58
Selection, use, and care of appliances.	1	2 59	1	2	3	4	5 _____	60

HOUSING AND HOME MANAGEMENT (Cont'd) CONCEPTS/TOPICS	A. Is this concept included in your Jr. h. s. curric? YES 1	NO 2		B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other *(Please specify)* 5	
Home cleaning supplies, equipment . . .	1	2	61	1	2	3	4	5 _____	62
Household textiles.	1	2	63	1	2	3	4	5 _____	64
Simple household repairs (e.g., how to change a fuse, repair a frayed cord)	1	2	65	1	2	3	4	5 _____	66
Housing in the future	1	2	67	1	2	3	4	5 _____	68
Careers in housing related occupations.	1	2	69	1	2	3	4	5 _____	70
Other *(Please specify)*_____	1	2	71	1	2	3	4	5 _____	72

_____

_____

_____

PERSONAL DEVELOPMENT AND FAMILY RELATIONS CONCEPTS/TOPICS	A. Is this concept included in your Jr. h. s. curric? YES 1	NO 2	B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other *(Please specify)* 5
Influence of heredity, environment, and maturation on personality . . .	1	2 73	1	2	3	4	5 _____ 74
Peer pressure and felt need for group identification.	1	2 75	1	2	3	4	5 _____ 76
Effect of prejudice and stereotyping on personal development	1	2 77	1	2	3	4	5 _____ 78
Formation of values, goals, standards and resources	1	2 79	80/3 1	2	3	4	5 _____ 4
			1-3 DUP				
Communication skills.	1	2 5	1	2	3	4	5 _____ 6
Importance of friendships, dating . . .	1	2 7	1	2	3	4	5 _____ 8
Physiological components of sexual development at various stages of human development	1	2 9	1	2	3	4	5 _____ 10
Effects of various types of sexual behavior on self and others	1	2 11	1	2	3	4	5 _____ 12
Alternative courses of action in regard to sexual behavior and their consequences.	1	2 13	1	2	3	4	5 _____ 14
Effect of smoking on the relationship of self interaction with others . .	1	2 15	1	2	3	4	5 _____ 16
Effect of alcohol on the relationship of self to interaction with others.	1	2 17	1	2	3	4	5 _____ 18

PERSONAL DEVELOPMENT AND FAMILY RELATIONS (Cont'd) CONCEPTS/TOPICS	A. Is this concept included in your Jr. h. s. curric? YES 1	NO 2	B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other *(Please specify)* 5
Effect of venereal disease on the relationship of self to interaction with others.	1	2 19	1	2	3	4	5 _____ 20
Appreciating the commitment necessary to be a parent (Social, emotional, financial, physical).	1	2 21	1	2	3	4	5 _____ 22
Effects children have on a marital relationship.	1	2 23	1	2	3	4	5 _____ 24
Family and child support services . . .	1	2 25	1	2	3	4	5 _____ 26
Alternative life styles	1	2 27	1	2	3	4	5 _____ 28
Death and dying	1	2 29	1	2	3	4	5 _____ 30
Development of self through career choices	1	2 31	1	2	3	4	5 _____ 32
Other *(please specify)*_____	1	2 33	1	2	3	4	5 _____ 34

_____

_____

_____

Please indicate in the following table the information requested about the home economics courses in your school. An example is shown below. **(2 pages of this chart are provided if you need the space.)**

Course Title	Require	Elective	Is lab included in this course?	Length of time taught, ex; Semester yr, or wks.	How often does it meet per week	Length of class period (minutes)	Number of Female	Number of Male	Special Needs Stu. and nature of need	What grades are able to take this course?
General Home Economics			*Yes*	*1 year*	*5 times/ week*	*45 min.*	*65*	*35*	*2 EMH, 1 wheel chair*	*6, 7, 8 and 9*

Please indicate in the following table the information requested about the home economics courses in your school. An example is shown below.

Course Title	Require	Elective	Is lab included in this course?	Length of time taught, ex; Semester yr, or wks.	How often does it meet per week	Length of class period (minutes)	Number of Female	Number of Male	Special Needs Stu. and nature of need	What grade are able to take this course?
General Home Economics			*Yes*	*1 year*	*5 times/ week*	*45 min.*	*65*	*35*	*2 EdH, 1 wheel chair*	*6, 7, 8 and 9*

Deck 4

Please check to see that you have answered all questions.

Please return this questionnaire in the enclosed envelope.

THANK YOU FOR YOUR COOPERATION!

35_41

42_79/BK

80/4

RETURN TO:

Mildred Griggs
Associate Professor
352 Education Building
University of Illinois
Urbana, IL 61801

OFFICE USE ONLY	1-3

HIGH SCHOOL HOME ECONOMICS SURVEY

Please circle <u>one answer</u> code number for each unless otherwise instructed.

1. a. What is your highest degree?

Bachelors	1	4
Masters	2	
Doctorate	3	
Other (*please specify*) _____	4	

b. How many hours are you beyond your highest degree? _____ 5,6

c. In what year did you receive your latest degree? 19____ 7,8

2. In what year were you last enrolled in a home economics course or workshop? 19____ 9,10

3. a. Are you a member of any of the following organizations.

	Yes	No	
IVA	1	2	11
IHEA.	3	4	12
IVHETA.	1	2	13
IL Consumer Ed. Assoc. . .	3	4	14

b. Did you attend the annual meeting in 1978-1980?

Yes. .	1	15
No . .	2	

4. Are you employed as a full-time or part-time home economics teacher?

Part-time	1	16
Full-time	2	

5. Have you met the Illinois Cooperative Supervisory certification requirement? (6 semester hours of course work plus 2000 hours work experience.)

Yes, completed	1	
No, but working on requirements.	2	17
No, but thinking about working on requirements	3	
No, and plan not to work on requirements . .	4	

6. a. How many hours of work experience have you had in each of the following areas?

1.	Child Care Services	_____ 18-21
2.	Clothing Management, Production and Services.	_____ 22-25
3.	Food Management, Production and Services. . .	_____ 26-29
4.	Home Furnishings, Equipment and Services. . .	_____ 30-33
5.	Homemaking.	_____ 34-37
6.	Hospitality	_____ 38-41
7.	Institutional and Home Management Supporting Service	_____ 42-45
8.	Other *(please specify)* _____	_____ 46-49

b. How many total hours of HERO work experience have you had? . _____ 50-53

7. For each of the following home economics related occupational programs indicate those of which your school does and does not offer.

		OFFERS	DOES NOT OFFER	
a.	Child Care Services.	1	2	54
b.	Clothing Management, Production and Services.	3	4	55
c.	Food Management, Production and Services .	1	2	56
d.	Home Furnishing, Equipment and Services. .	3	4	57
e.	Homemaking	1	2	58
f.	Hospitality.	3	4	59
g.	Institutional and Home Management Supporting Service.	1	2	60
h.	Other *(please specify)* _____	3	4	61

8. a. Which of the following home economics organizations does your school offer?

	OFFERS	DOES NOT OFFER	
FHA and/or HERO.	1	2	62
Other *(please specify)* _____	1	2	63

b. Is this organization part of class time? (if you have no clubs circle 3) 64

Yes. 1
No 2
No clubs offered . . . 3

9. Have you had students involved in any of the higher level positions within the last 5 years?

	Yes	No	
Sectional or regional. . . .	1	2	65
State.	3	4	66
National	1	2	67

10. a. Does your school have the following advisory committees? *(if you answer no to both skip to question 11)*

	Yes	No	
Vocational Adviseory Comm...	1	2	68
Home Ec. Advisory Comm.	1	2	69

b. How many home economics and related occupations advisors are on these committees? _____ 70-71

11. What is the approximate enrollment in your high school? 72

between 0 - 250. 1
between 251-500. 2
between 501-1000 3
between 1001-1500. 4
between 1501-2000. 5
over 2000. 6

12. How many Home Economics teachers are in your school?

_____ 73-74

PART II

Please read through all of the following concepts/topics. They have been grouped into nine categories. We realize that you may teach them in another order. We are not concerned with the grouping. We are only concerned with which of these concepts/topics you specifically teach in your own classes. Circle the number in the "yes" column for each concept/topic you teach. If you do not deal with this concept/topic, please go on to the "B" section of this question and tell us why you do not.

We would like to know if each concept is included in your class, and if not, why not.

Deck 1 & 2

ORIENTATION TO HOME ECONOMICS CONCEPTS/TOPICS	A. Is this concept included in your h. s. curric? YES 1	NO 2		B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other (*Please specify*) 5		
Tasks and work roles associated with the occupation of homemaking.	1	2	75	1	2	3	4	5	_____	76
Tasks and work roles associated with wage earning occupations in H.Ec.	1	2	77	1	2	3	4	5	_____	78
Relationship between career choice and personal skills, abilities, interests, and aptitudes.	1	2	79	1	2	3	4	5	_____	4
			80/1	1-3						
Job applications and interviews	1	2	5	DUP 1	2	3	4	5	_____	6
Relationships on the job	1	2	7	1	2	3	4	5	_____	8
Communication skills.	1	2	9	1	2	3	4	5	_____	10
Personal hygiene.	1	2	11	1	2	3	4	5	_____	12
Career ladders and lattices in H.E. careers.	1	2	13	1	2	3	4	5	_____	14
Preparation for multiple roles.	1	2	15	1	2	3	4	5	_____	16
Leisure activities e.g. hobbies, crafts . .	1	2	17	1	2	3	4	5	_____	18
Personal management e.g. values, goals, standards, resource management	1	2	19	1	2	3	4	5	_____	20
FHA/HERO, Impact, Encounter	1	2	21	1	2	3	4	5	_____	22
Looking ahead, e.g. changing times, roles, tasks	1	2	23	1	2	3	4	5	_____	24

CHILD DEVELOPMENT CONCEPTS/TOPICS	A. Is this concept included in your h. s. curric? YES 1 NO 2	B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other (Please specify) 5
Reproduction e.g. pre concept - birth, prenatal care, drugs, smoking, nutrition.	1 2 25	1	2	3	4	5 _____ 26
Skills needed to assess growth and development	1 2 27	1	2	3	4	5 _____ 28
Physical development of child.	1 2 29	1	2	3	4	5 _____ 30
Intellectual development of child.	1 2 31	1	2	3	4	5 _____ 32
Social development of child.	1 2 33	1	2	3	4	5 _____ 34
Moral development of child	1 2 35	1	2	3	4	5 _____ 36
Emotional development of child	1 2 37	1	2	3	4	5 _____ 38
Creative development of child.	1 2 39	1	2	3	4	5 _____ 40
Health and nutrition of children	1 2 41	1	2	3	4	5 _____ 42
Communication.	1 2 43	1	2	3	4	5 _____ 44
Understanding exceptional children e.g.handicapped, slow, gifted	1 2 45	1	2	3	4	5 _____ 46
Domestic violence and human abuse.	1 2 47	1	2	3	4	5 _____ 48

CHILD CARE

CONCEPTS/TOPICS	A. Is this concept included in your h. s. curric? YES 1	NO 2	B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other (*Please specify*) 5	
Relationship with staff, parents, children.	1	2 49	1	2	3	4	5 _____	50
Safety and emergency handling.	1	2 51	1	2	3	4	5 _____	52
Guilding children's behaviors, promoting responsible behavior, discipline/guidance highlights	1	2 53	1	2	3	4	5 _____	54
Setting up a day care program e.g. facility furnishing, equipment, space.	1	2 55	1	2	3	4	5 _____	56
Program planning e.g. routine activities, daily schedule, planning daily activities, approaches to teaching	1	2 57	1	2	3	4	5 _____	58
Observation and participation in child care laboratory.	1	2 59	1	2	3	4	5 _____	60
Job opportunities in child care services	1	2 61	1	2	3	4	5 _____	62
Employee qualifications.	1	2 63	1	2	3	4	5 _____	64
Work policies, ethics, legal responsibilities	1	2 65	1	2	3	4	5 _____	66
Other (*please specify*) _____	1	2 67	1	2	3	4	5 _____	68

PARENTING CONCEPTS/TOPICS	A. Is this concept included in your h. s. curric? YES 1	NO 2		B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other (*Please specify*) 5	
Financial considerations of parenting.	1	2	69	1	2	3	4	5 _____	70
Emotional Considerations of parenting.	1	2	71	1	2	3	4	5 _____	72
Environmental considerations of parenting.	1	2	73	1	2	3	4	5 _____	74
Alternatives to natural parenting.	1	2	75	1	2	3	4	5 _____	76
Single parenting	1	2	77	1	2	3	4	5 _____	78
Adolescent parenting	1	2	79	1	2	3	4	5 _____	4
			80/2						
Roles and responsibilities	1	2	5	1-3 Our 1	2	3	4	5 _____	6
Communication.	1	2	7	1	2	3	4	5 _____	8
Child rearing practices.	1	2	9	1	2	3	4	5 _____	10
Understanding the exceptional, handicapped, slow, gifted.	1	2	11	1	2	3	4	5 _____	12
Community resources for parenting skills and knowledge	1	2	13	1	2	3	4	5 _____	14
Family support and services.	1	2	15	1	2	3	4	5 _____	16
Selection of child care services	1	2	17	1	2	3	4	5 _____	18
Caring for infants	1	2	19	1	2	3	4	5 _____	20
Caring for preschoolers.	1	2	21	1	2	3	4	5 _____	22
Caring for adolescents	1	2	23	1	2	3	4	5 _____	24

FAMILY RELATIONS CONCEPTS/TOPICS	A. Is this concept included in your h. s. curric? YES 1	NO 2	B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other (*Please specify*) 5
Problem solving and decision making.	1	2 25	1	2	3	4	5 _____ 26
Values, goals, attitudes, emotions, needs.	1	2 27	1	2	3	4	5 _____ 28
Self concept and self understadning	1	2 29	1	2	3	4	5 _____ 30
Understanding the exceptional child, e.g., slow, gifted, handicapped. .	1	2 31	1	2	3	4	5 _____ 32
Environmental considerations of parenting and families.	1	2 33	1	2	3	4	5 _____ 34
Caring for children, adolescents and older adults.	1	2 35	1	2	3	4	5 _____ 36
Communications and interaction skills.	1	2 37	1	2	3	4	5 _____ 38
Expectations/realities of relationships	1	2 39	1	2	3	4	5 _____ 40
Various life style and family structure	1	2 41	1	2	3	4	5 _____ 42
Family crises e.g. death, divorce, dependency, financial	1	2 43	1	2	3	4	5 _____ 44
Present and changing roles of individual and families, society	1	2 45	1	2	3	4	5 _____ 46
Death and dying	1	2 47	1	2	3	4	5 _____ 48

FAMILY RELATIONS (cont'd) CONCEPTS/TOPICS	A. Is this concept included in your h. s. curric? YES 1	NO 2		B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other (*Please specify*) 5	
Human sexuality.	1	2	49	1	2	3	4	5 _____	50
Domestic violence and human abuse	1	2	51	1	2	3	4	5 _____	52
Laws and regulations affecting families	1	2	53	1	2	3	4	5 _____	54
Community support systems for families	1	2	55	1	2	3	4	5 _____	56
The family in the future	1	2	57	1	2	3	4	5 _____	58
Careers in family services	1	2	59	1	2	3	4	5 _____	60
Other *(please specify)* _____ _____	1	2	61	1	2	3	4	5 _____	62

CLOTHING AND TEXTILES CONCEPTS/TOPICS	A. Is this concept included in your h. s. curric? YES 1 NO 2	B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other (*Please specify*) 5
Job opportunities in clothing and textiles.	1 2 63	1	2	3	4	5 _____ 64
Employee qualifications	1 2 65	1	2	3	4	5 _____ 66
Work policies, ethics, and legal responsibilities.	1 2 67	1	2	3	4	5 _____ 68
Production and distribution of clothing and textiles	1 2 69	1	2	3	4	5 _____ 70
Functions of clothing	1 2 71	1	2	3	4	5 _____ 72
Social, psychological, cultural aspects, value, interest, expression.	1 2 73	1	2	3	4	5 _____ 74
Care of textile and clothing products	1 2 75	1	2	3	4	5 _____ 76
Color, line design.	1 2 77	1	2	3	4	5 _____ 78
Fabric properties or characteristics.	1 2 79	80/3 1	2	3	4	5 _____ 4
Hang tags, labels, legislation.	1 2 5	1-3 DUP 1	2	3	4	5 _____ 6
Evaluation of quality in clothing and textile products.	1 2 7	1	2	3	4	5 _____ 8
Fitting, alterations, repairs	1 2 9	1	2	3	4	5 _____ 10

CLOTHING AND TEXTILES (cont'd)

CONCEPTS/TOPICS	A. Is this concept included in your h. s. curric? YES 1	NO 2		B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other (*Please specify*) 5	
Selection, care, use of equipment	1	2	11	1	2	3	4	5 _____	12
Metrics in clothing construction	1	2	13	1	2	3	4	5 _____	14
Construction skills	1	2	15	1	2	3	4	5 _____	16
Special clothing needs for indivIduals, e.g. children, handicapped, aged	1	2	17	1	2	3	4	5 _____	18
Crafts e.g. knitting, crewel, crocheting, etc.	1	2	19	1	2	3	4	5 _____	20
Sewing safety	1	2	21	1	2	3	4	5 _____	22
Industrial sewing machines (parts, type, care, use)	1	2	23	1	2	3	4	5 _____	24
Recycling textile products	1	2	25	1	2	3	4	5 _____	26
Product control, incentives for efficiency	1	2	27	1	2	3	4	5 _____	28
Management in clothing construction	1	2	29	1	2	3	4	5 _____	30
Industrial pressing equipment and techniques	1	2	31	1	2	3	4	5 _____	32
Couture techniques	1	2	33	1	2	3	4	5 _____	34
Operating an alteration or custom sewing business	1	2	35	1	2	3	4	5 _____	36
Other *(please specify)* _____	1	2	37	1	2	3	4	5 _____	38

FOODS AND NUTRITION AND RELATED TOPICS CONCEPTS/TOPICS	A. Is this concept included in your h. s. curric? YES 1	NO 2		B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other (*Please specify*) 5	
Food Guides e.g. Basic 4, Basic 5	1	2	39	1	2	3	4	5 _____	40
Nutrients, sources and requirements	1	2	41	1	2	3	4	5 _____	42
Planning for individual and family nutrition	1	2	43	1	2	3	4	5 _____	44
Reliable sources of nutrition information	1	2	45	1	2	3	4	5 _____	46
Nutritional labeling.	1	2	47	1	2	3	4	5 _____	48
Nutrition throughout life cycle e.g. children, aged adult, special diet, pregnancy	1	2	49	1	2	3	4	5 _____	50
Weight control and dieting.	1	2	51	1	2	3	4	5 _____	52
Santitation in kitchen, safety, emergency procedures.	1	2	53	1	2	3	4	5 _____	54
Food preparation principles and convenience foods	1	2	55	1	2	3	4	5 _____	56
Metrics	1	2	57	1	2	3	4	5 _____	58
Food purchasing e.g. shopping lists, ads, seasonal foods	1	2	59	1	2	3	4	5 _____	60
Food preservation	1	2	61	1	2	3	4	5 _____	62
Table etiquette	1	2	63	1	2	3	4	5 _____	64

FOODS AND NUTRITION AND RELATED OCCUPATIONS CONCEPTS/TOPICS	A. Is this concept included in your h. s. curric? YES 1	NO 2		B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other (*Please specify*) 5	
Table setting.	1	2	65	1	2	3	4	5 _____	66
Selection and care of domestic equipment.	1	2	67	1	2	3	4	5 _____	68
Energy management and conservation	1	2	69	1	2	3	4	5 _____	70
Microwave cooking.	1	2	71	1	2	3	4	5 _____	72
Outdoor cooking	1	2	73	1	2	3	4	5 _____	74
International foods.	1	2	78	1	2	3	4	5 _____	76
Occupations in food related areas.	1	2	77	1	2	3	4	5 _____	78
Employee qualification, ethics, responsibilities	1	2	79	1	2	3	4	5 _____	4
BQ/4 1-3DUP									
Care and use of commercial food service equipment e.g. convection oven, deck ovens, etc.	1	2	5	1	2	3	4	5 _____	6
Principles of quantity cooking	1	2	7	1	2	3	4	5 _____	8
Cost and portion control	1	2	9	1	2	3	4	5 _____	10
Work simplification and work schedules.	1	2	11	1	2	3	4	5 _____	12
Customer service techniques e.g. waiting tables, taking orders.	1	2	13	1	2	3	4	5 _____	14

FOODS AND NUTRITION AND RELATED OCCUPATIONS (cont'd -)

CONCEPTS/TOPICS	A. Is this concept included in your h. s. curric? YES 1	NO 2		B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other (Please specify) 5	
Purchasing, ordering, storing receiving, issuing	1	2	15	1	2	3	4	5 _____	16
Menu design and planning	1	2	17	1	2	3	4	5 _____	18
Different jobs responsibilities e.g. cooks, host/hostess, waiter/ waitress, manager.	1	2	19	1	2	3	4	5 _____	20
Other *(please specify)* . . . . . _____	1	2	21	1	2	3	4	5 _____	22

hrd

Deck 5

HOUSING/HOME FURNISHING/ EQUIPMENT AND RELATED OCCUPATIONS CONCEPTS/TOPICS	A. Is this concept included in your h. s. curric? YES 1	NO 2	B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other (*Please specify*) 5	
Functions of housing.	1	2 23	1	2	3	4	5 _____	24
Influences of housing on individuals and families.	1	2 25	1	2	3	4	5 _____	26
Types of housing.	1	2 27	1	2	3	4	5 _____	28
Choosing, locating, evaluating housing	1	2 29	1	2	3	4	5 _____	30
Legal aspects of housing e.g. zoning, leases, contract, insurance	1	2 31	1	2	3	4	5 _____	32
Financial factors relating to renting, buying, building	1	2 33	1	2	3	4	5 _____	34
Adapting for individual and family needs e.g. life cycle stages, life-style, special needs.	1	2 35	1	2	3	4	5 _____	36
Maintenance and care of furnishings, equipment, and home	1	2 37	1	2	3	4	5 _____	38
Aesthetic aspects of home furnishing e.g. art design principles.	1	2 39	1	2	3	4	5 _____	40
Space use arrangements.	1	2 41	1	2	3	4	5 _____	42
Household textiles and furnishings.	1	2 43	1	2	3	4	5 _____	44
Alternative energy sources.	1	2 45	1	2	3	4	5 _____	46
Safety in home.	1	2 47	1	2	3	4	5 _____	48
Other *(please specify)*.	1	2 49	1	2	3	4	5 151	50

150

5-17

HOUSING/HOME FURNISHING/ EQUIPMENT AND RELATED OCCUPATIONS (cont'd) CONCEPTS/TOPICS	A. Is this concept included in your h. s. curric? YES 1	NO 2	B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other (*Please specify*) 5
Housing in the future.	1	2 51	1	2	3	4	5 _____ 52
Career in housing related occupations. . . .	1	2 53	1	2	3	4	5 _____ 54
Accessories e.g. decorating with wall accessories, lamp, lighting, plants, flowers.	1	2 55	1	2	3	4	5 _____ 56
Floor covering	1	2 57	1	2	3	4	5 _____ 58
Upholstery	1	2 59	1	2	3	4	5 _____ 60
Energy conservation.	1	2 61	1	2	3	4	5 _____ 62

CONSUMER EDUCATION AND MANAGEMENT CONCEPTS/TOPICS	A. Is this concept included in your h. s. curric? YES 1	NO 2	B. What is the main reason this concept is not included? Do not feel this concept is import. at this level. 1	Would like to include but have no time. 2	Don't have approp. equip. to teach 3	Need more resources or info to teach 4	Other (*Please specify*) 5	
Consumer decision making e.g. process, values, goals, and standards.	1	2 63	1	2	3	4	5 _____	64
Resources e.g. human/non-human, distribution of, conservation of.	1	2 65	1	2	3	4	5 _____	66
Management process e.g. planning, organizing, implementing.	1	2 67	1	2	3	4	5 _____	68
Communication skills	1	2 69	1	2	3	4	5 _____	70
Consumer rights and responsibilities, legislation	1	2 71	1	2	3	4	5 _____	72
Financial planning e.g. budgets, assets, savings, investments	1	2 73	1	2	3	4	5 _____	74
Credit	1	2 75	1	2	3	4	5 _____	76
Taxes	1	2 77	1	2	3	4	5 _____	78
Insurance.	1	2 79	1	2	3	4	5 _____	
			80/5					4
Packaging, labels, warranties, guarantees, advertising	1	2 5	1-3 DUP 1	2	3	4	5 _____	6
Effects of economy on consumer.	1	2 7	1	2	3	4	5 _____	8
Marketing e.g. retail, wholesale, discount. .	1	2 9	1	2	3	4	5 _____	10
Consumer problems.	1	2 11	1	2	3	4	5 _____	12
Career opportunities in home management . . .	1	2 13	1	2	3	4	5 _____	14
Career opportunities in consumer ed.	1	2 15	1	2	3	4	5 _____	16
Other *(please specify)*.	1	2 17	1	2	3	4	5 _____	18

Please indicate in the following table the information requested about the home economics courses in your school. An example is shown below. **(2 pages of this chart are provided if you need the space.)**

Course Title	Require	Elective	Is lab included in this course?	Length of time taught, ex; Semester yr, or wks.	How often does it meet per week	Length of class period (minutes)	Number of Female	Number of Male	Special Needs Stu. and nature of need	What grades are able to take this course?
General Home Economics			*Yes*	*1 year*	*5 times/ week*	*45 min.*	*65*	*35*	*2 EMH, 1 wheel chair*	*9, 10, 11 and 12*

Please indicate in the following table the information requested about the home economics courses in your school. An example is shown below.

Course Title	Require	Elective	Is lab included in this course?	Length of time taught, ex; Semester yr, or wks.	How often does it meet per week	Length of class period (minutes)	Number of Female	Number of Male	Special Needs Stu. and nature of need	What grade are able to take this course?
General Home Economics			*Yes*	*1 year*	*5 times/ week*	*45 min.*	*65*	*35*	*2 EMH, 1 wheel chair*	*9, 10, 11 and 12*

Please check to see that you have answered all questions.

Please return this questionnaire in the enclosed envelope.

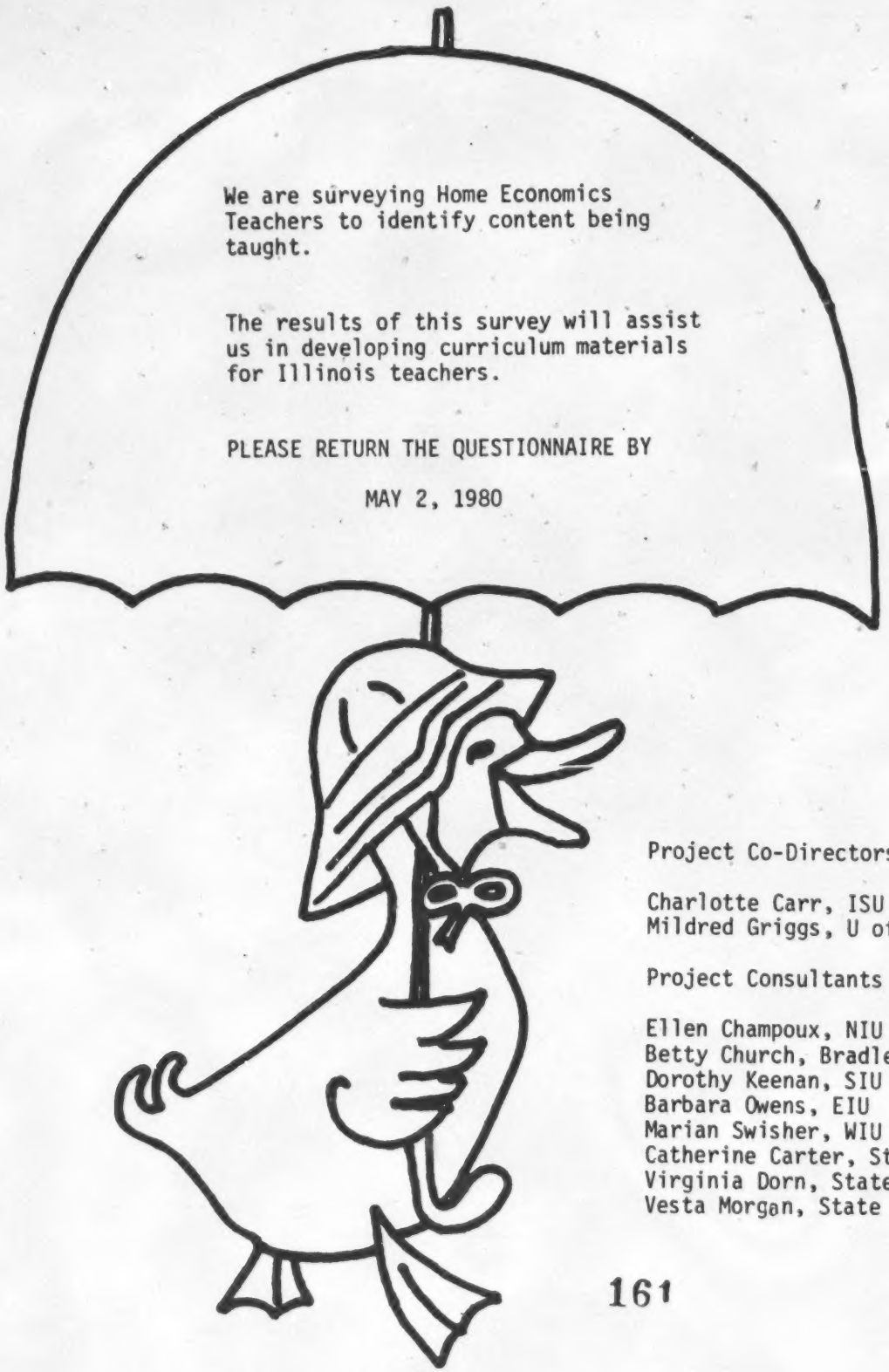
THANK YOU FOR YOUR COOPERATION!

_____ 19-25

26-79/BK
80/6

Return to:
Mildred Griggs
Associate Professor
35[illegible] Education Building
University of Illinois
Urbana, Illinois 61801

HOME ECONOMICS IS SOMETHING TO "QUACK" ABOUT!


We are surveying Home Economics Teachers to identify content being taught.
The results of this survey will assist us in developing curriculum materials for Illinois teachers.
PLEASE RETURN THE QUESTIONNAIRE BY
MAY 2, 1980

Project Co-Directors

Charlotte Carr, ISU
Mildred Griggs, U of I

Project Consultants

Ellen Champoux, NIU
Betty Church, Bradley
Dorothy Keenan, SIU
Barbara Owens, EIU
Marian Swisher, WIU
Catherine Carter, State Consultants
Virginia Dorn, State Consultants
Vesta Morgan, State Consultants

Appendix B
Follow-Up Letter

University of Illinois at Urbana-Champaign

College of Education
DEPARTMENT OF VOCATIONAL
AND TECHNICAL EDUCATION

345 Education Building
Urbana, Illinois 61801
(217) 333-0807

May 5, 1980

Dear Home Economics Teacher,

You recently received a yellow questionnaire in the mail concerning concepts taught in Home Economics. Please fill it out and return it to us immediately.

We realize that it may be a bad time for such a request with the extra responsibilities of the end of the year and nice spring days. But, the results of the survey will assist us in developing curriculum materials for you. This is Illinois' first attempt at developing a comprehensive, sequential, Home Economics curriculum for their teachers to use.

We will have a booth at the IVHETA convention in Arlington Heights this summer to give some updated information about the survey and the project.

Thank you very much for your cooperation. We need your help to make this a success.

Sincerely,

Mildred B. Griggs
Charlotte Carr

Mildred Griggs
Charlotte Carr
Project Co-Directors

MBG:CC/mjm

P.S.: If you are unable to locate the questionnaire, call 217-333-2736 for another one. Thank you.